Dec. 1, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

ALICE MORTON
ARCHIVES - B3

FOR RELEASE ON OR AFTER
December 1, 1964

Briefs From the "NEA Journal"

Must College Profs
Publish to Survive?

WASHINGTON, D.C.--"Publish or Perish"--is it a false cliche, or a very real demand for success in the academic world?

The controversy over whether publication should be an index of teaching ability is an old one. It was revived just recently when Tufts University dismissed Prof. Woodrow W. Sayre after seven years of teaching. The letter of dismissal admitted Prof. Sayre's effectiveness in the classroom, but cited his failure to fulfill the "promise of scholarly contribution."

"The phrase poses a false issue," says William Van O'Connor, visiting professor of American literature at the University of Hull, England. "There are institutions in which publishing is, and should be required, and there are those in which it should be encouraged but not insisted upon."

It is true, agrees Lester E. Hurt, chairman of the Department of English, State University College, Cortland, N. Y., that faculty members who teach primarily at the graduate level in research-oriented universities are given the time to conduct advanced research and publish the results. But the major duty of undergraduate teachers is to teach, and they ought to be rewarded in terms of how well they teach.

"Any administration that makes faculty survival dependent on publications," Prof. Hurt charges, "is guilty of sheer status-seeking hypocrisy."

(More)

The debate on the "publish or perish" issue is contained in the December issue of the "NEA Journal," the official publication of the National Education Association.

Prof. Hurt challenges the concept that good teaching is inseparable from research. "Humbug," he says of it. "We all admire good teaching. We all admire significant research. But no one has ever shown a necessary and inevitable connection between them."

Prof. O'Connor, on the other hand, points out the need for originality in many areas, and he draws a connection between the faculty for original thinking and involvement in research. "Research scholars should contribute to their profession, should enter into a dialectic, modifying their own and each other's contributions until something close to a just or appropriate description, or set of principles, is arrived at. If this is not done on the university level, then teaching on the junior college, high school or small college level will become dull and heavyhanded."

Prof. Hurt insists upon a distinction between research and study. "Granted, the teacher who is not constantly engaged in professional study ought to be drummed out of the profession, for a decent college has no place for the laggard and the ignoramus. The most necessary and constructive kind of study, however, is often not the kind of research that leads to publishable results."

# # #

Rhode Island Senator
Urges New Youth Policy

WASHINGTON, D.C.--The United States should develop a national policy to treat the problems of youth as a whole and "not in the fashion we have been following--with separate activities for the delinquent, the physically unfit, the dropout," suggests Senator Claiborne Pell, Democrat of Rhode Island.

Writing in the December issue of the National Education Association's "NEA Journal," Senator Pell continues:

(More)

"While some young people have serious problems, or are serious problems, this is not true of the large group that we call average youngsters. In addition, we have that small percentage who are above average--the brilliant and talented.

"I am not suggesting that we put all young people into one big pot, add a pinch of salt and some spice, stir and blend, and see what we get.

"Instead, I am suggesting that we develop a national policy that will open the way for all young people to set their sights higher, to strive for better things, to participate more fully, to develop more responsibility.

"If youth is the greatest resource of any nation, we must pay attention to all our young people, not just those who vex or disturb us. We must open up new avenues, new opportunities, for the fortunate as well as for the less fortunate."

In making a survey of the facts on youth, with assistance of the Library of Congress, Senator Pell says he came upon many significant programs now under way but also found that important gaps exist--and that further research is needed.

"We must not think that this National Youth Policy should be developed by adults alone," the senator concludes. "It is essential for us to sit down with young people to hear their views, listen to their problems, understand their hopes and aspirations, and seek their counsel in developing the best plan for meeting the mounting problems of a space age and whatever is to follow."

# # #

Don't Pamper Children
Because of Handicaps

WASHINGTON, D.C.--Treat the handicapped child as an equal with his classmates, see that he studies, and avoid coddling him.

That's the advice of specialists and regular teachers, Dorothy Waleski writes in the December issue of the "NEA Journal," publication of the National Education Association.

(More)

The teacher may, of course, adjust learning goals to fit the ability of the child, but once established, the goals must be maintained, the author insists.

Some examples that illustrate her point:

• Sue, a crippled sixth grader, is of average intelligence, but she is an above-average student and becomes upset only when treated differently from her non-handicapped classmates.

• Sam is different. He has an ailment that causes poor balance and the teacher often excuses him from work because he might fall. But other students resent this because Sam sometimes overplays his inability. But when Sam's teacher decided on firmness, it paid off. Sam did his work, won acceptance from his classmates, and took pride in his accomplishment.

Not all cases turn out successfully, however. Some handicapped pupils refuse to use all their abilities and may need the help of a psychologist, or guidance in reading and speech.

Author Waleski, a member of the Journal staff, adds:

There has been a trend in recent years to put exceptional children in regular--rather than restricted--classes so that they can gain some knowledge of the real world in which they will live.

But some authorities feel that the era of placing the physically handicapped in the regular classroom has passed.

Certainly "placing the handicapped in the regular classroom does not magically produce an easy solution. Everyone involved, from the child and his parents to top school administrators, must work hard and give full cooperation if the child is to gain acceptance by his society," advises the author.

# # #

Alice Morton
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NEWS FROM THE NATIONAL EDUC
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For Further Information:
Beatrice M. Gudridge

FOR RELEASE AT WILL
After November 15

SPECIAL TO STATE EDUCATION ASSOCIATIONS

Like It or Not, Teachers Are in Politics;
Trick Is to Make Influence Effective

WASHINGTON, D.C., (Special)--"If your association becomes politically active and occasionally falls on its collective face, at least you're headed in the right direction."

This wry comment from Cecil J. Hannan of the Washington Education Association (WEA) seemed to sum up advice given by a score of pros--political and educational--to 250 teacher-delegates attending the Nov. 13-15 Political Clinic for Teachers at Spokane, Wash.

The participants, representing 43 local associations from six Pacific Northwest states, heard: You no longer have a choice about being "in politics." Schools and education are already in politics, up to the eyeballs.

The question is, how to be effective in political action. And here, speakers declared, teachers individually and in organizations, are often their own worst enemies. Several factors which have limited their effectiveness in the past were named.

Among them, said T. M. Stinnett, assistant executive secretary of professional development and welfare, National Education Association, is the outmoded idea that political activity is something in which "nice people" (including teachers) do not take part.

(More)

Another, said U. S. Rep. Albert H. Quie (R-Minn.) is some teachers' limited grasp of educational issues. "I've found," he said, "that party regulars know educational legislation better than most teachers I've run across--and yet teachers are the ones who should be helping legislators develop educational philosophies."

Sometimes, said Executive Secretary Robert W. Bogen of the Arlington, Va., Education Association, teachers don't even know the political makeup of their own communities. "We are naive about the behind-the-scenes influences that affect most major decisions on school policy, especially those where dollars are involved." He called on teacher associations to conduct a continuing, comprehensive, and objective analysis of the community power structure.

Another drawback limiting teacher influence in politics is a lack of unity among educational groups in proposing legislation. "Such disagreement," said WEA Executive Secretary Joe A. Chandler, "gives legislators a way out if they wish to oppose school programs."

There are other hurdles.

In some states, according to NEA President Lois V. Edinger, it's not easy for the new teacher even to register and vote, due to outmoded election laws. Here, she said, teachers should make removing such restraints a prime target of political action.

Along the same line, Mrs. Betty Roberts, teacher from East Multnomah County who was elected to the Oregon legislature this year, observed: "Where the school board has no clearly-defined rules on teacher political activity, we should press for clear, written policies so that every teacher knows exactly how far he can go in partisan political activity...and we should make sure the public understands the policy too."

A question which came up repeatedly during the Clinic was whether the local association should endorse candidates for office.

"Don't do it," said Rep. Quie: "If your candidate loses, you'll be in hot water for the next few years."

(More)

"Go ahead," said Dr. Stinnett and others: "You have made your position and your power felt, and politicians will talk to you more easily than if you had done nothing."

Several delegates seemed to feel there were methods other than outright endorsement that could be politically effective. Among them are creation of a separate agency apart from the association which would work for specific candidates or issues; making an all-out effort to obtain every candidate's views on educational legislation and disseminating them widely among both association membership and the public.

Several speakers reminded delegates that their job wasn't done once they had elected a candidate to office.

"Keep track of your legislator once he goes in," advised a former Washington state superintendent of schools, Pearl A. Wanamaker of Seattle. "And help him. For example, you can provide him with the kind of research on education he doesn't have time to do himself."

Rep. Quie suggested that teachers pick one of their number to "get close" to the lawmaker, preferably a representative whose political faith, vocational interests and hobbies are similar to those of the legislator.

Hannan said: "Talk to the legislator about his interests, not yours, and help him to achieve the things he went to the legislature to do. Do more listening. It's surprising how you can 'listen' people around to your point of view. When you do talk, talk mostly about education which should be your area of real expertise."

"Don't expect perfection," warned Mrs. Mary Condon Gereau, former state superintendent of Montana schools and now legislative consultant to the NEA's Federal Relations Division. "The office holder may not be able to do everything you think he ought to do. And in this same connection, remember that final voting records can be misleading. You should look behind that final vote to all the actions that led up to it."

(More)

Speaking of the importance of letters and other communications to legislators, Chandler cited two different letters from teachers in the same school district to a state legislator. One letter read: "I would like to see teachers' salaries increased during this coming legislature. I believe this should be done with no increase in taxes."

The other read: "It is not often a state can be as proud of an education leader as we are of you. May we thank you for your tireless effort in supporting the many good school issues that have presented themselves."

The Clinic, second of its kind, was organized by the NEA Citizenship Committee, by WEA, and the Spokane Education Association. Cooperating sponsors were the Affiliated State Education Associations of Alaska, Idaho, Montana, Oregon and Wyoming.

# # #

11/17/64

Nov. 16, 1964
Alice Morton
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1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Fred Stoffel

FOR IMMEDIATE RELEASE

Overseas Teachers Declare
'Professional Emergency'
Exists in American Schools

WASHINGTON, D.C., Nov. 16--The leaders of 7,000 teachers who work overseas in schools operated by the Defense Department have declared a state of "professional emergency," are raising a legal defense fund, and instituting a letter-writing campaign to further their request for adequate financing for the schools.

The actions came over the weekend at a meeting in Europe of the executive committee of the Overseas Education Association (OEA), an affiliate of the National Education Association (NEA).

They came after dismissal in Federal District Court last week of a suit by three overseas teachers against Secretary of Defense Robert McNamara, and the secretaries of the Army, Navy, and Air Force. The suit asked that the secretaries be ordered to pay their teachers overseas according to the directions of Congress laid down in Public Law 86-91.

Judge George L. Hart, Jr., dismissed the case. He gave no reasons.

Public Law 86-91, passed in 1959, requires that the overseas teachers be paid salaries "in relation to" what comparable teachers earn in the continental United States. The Defense Department has said it cannot comply since Congressional appropriations are too low.

(More)

Robert W. McLain, who acts as NEA contact with the overseas teachers around the world, said he learned of the OEA executive committee actions in a telephone call Sunday. He said the term "professional emergency" does not mean that the teachers will strike or boycott the schools. In fact, he said, the executive committee overwhelmingly opposed boycotts and strikes as unworthy of professional teachers.

But, McLain said, the "professional emergency" does mean that teachers overseas will be asked to contribute $1 each toward an appeal to the United States District Court of Appeals. (The NEA, which acts as Washington representative for its overseas affiliate, has borne the entire cost of the legal action so far. Although it has not yet decided on an appeal, it has said that if one is made it will continue to carry the financial load.)

Teachers throughout Europe and Asia are expected to call emergency meetings this week to seek the donations and to ask teachers to send letters to President Johnson protesting "discrimination" in their pay. A cablegram asking President Johnson's intercession was sent by the executive committee over the weekend, appealing to him as a former teacher to correct the pay inequity.

The executive committee, McLain said, also asked the NEA to seek help from the American Legion and the National Congress of Parents and Teachers in the dispute, preferably by their filing amicus curiae briefs with the court of appeals. The same request is being made of the European Congress of Parents and Teachers.

# # #

11/16/64

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For Further Information:
Fred Stoffel

Alice Morton
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IMMEDIATE RELEASE

Overseas Teachers
Fail in Suit Against
Defense Department

WASHINGTON, D.C., Nov. 12--Three teachers in the Overseas Dependent Schools today had their suit against the Defense Department thrown out of court. The suit asked that the department, which runs the schools, be ordered to pay overseas teachers the salaries required by 1959 legislation.

Judge George L. Hart, Jr., sitting in Federal District Court for the District of Columbia, gave no reason for his action, but simply dismissed the suit.

An appeal to the U. S. Court of Appeals is being considered by the teachers and two professional organizations which joined them in the action--the National Education Association and its affiliated Overseas Education Association.

The suit--actually against Secretary of Defense Robert S. McNamara and the secretaries of the Army, Navy, and Air Force--contended that the teachers have not, since 1961, received the pay they should have under legislation requiring the Defense Department to pay them salaries "in relation to" what comparable teachers in the continental United States were earning.

Pay for overseas teachers now ranges from $4,535 to $6,315. Had they been paid according to the legislative mandate, they would have earned over $6 million more than they have.

The judge indicated that the teachers might more properly have applied to congress for the relief than to the courts.

(More)

The National Education Association, which acts for its affiliate in dealings with the Defense Department here, filed the suit last March charging that the Defense Department had ignored Public Law 86-91 in setting its pay scales. The suit declared that Defense Department had no discretionary authority to avoid the mandate and that its pleas that Congress had not appropriated enough money were smokescreens.

When he heard of the court's decision, Dr. William G. Carr, NEA executive secretary, said:

"It's extremely unfortunate that the court did not see fit to order Defense Department officials to pay overseas teachers what the law says they should receive. Even more unfortunate is that the judge did not declare his reasons for the ruling he made.

"At any rate, it's a skirmish which we have lost, not the battle itself. That will continue, whether in the courts or on Capitol Hill."

# # #

1 Nov. 1964

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For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE: American Education Week
Nov. 8-14, 1964
(About 300 words)

Time for Major Changes
In Old-Style Study Hall?

WASHINGTON, D.C. (Special)--The study hall is almost as old an institution as the high school itself, but today it is a "barely tolerable necessary evil" in the eyes of educators who would abolish it.

Halls often are really the cafeteria next to a noisy kitchen, or an auditorium where lighting is poor and no provisions are made for written work. Teachers, frequently faced with 400 to 500 pupils, shun supervision where possible.

Students, with apparent good reason, complain that study hall assignments are routine, dull, and largely time fillers. Most of them do their work reasonably well, even so. Only a few are real shirkers "who don't feel like working much today."

These findings, admittedly limited, are based on a study of 1,324 students, grades 7 through 12, in representative public secondary schools in Northeastern Ohio. Both rural and urban schools were included. Only 45 students within the group were rated as day dreamers doing little or nothing.

Burton W. Gorman of Kent (Ohio) State University, and William H. Johnson of Ball State Teachers College, Muncie, Ind., made the study.

The researchers don't go along entirely with educators who would abolish study halls, at least until new plans have been made for more effective self-initiated, independent study.

(More)

Gorman and Johnson do suggest: It is questionable whether 500 students should ever be brought together in one place, except to see a performance of general interest. It is likewise questionable whether teachers, carrying heavy class loads, should be asked to supervise the halls. Teacher aides, with some library experience, might do the job.

If a real study atmosphere is to be maintained, they say, reference works, newspapers, magazines, and books should be easily at hand. The ideal study-library might be limited to 100 students, with several such units available in larger schools.

They suggest that there should also be laboratories and shops as study-work experiment centers, quite apart from regular class installations.

And teachers should consider giving out new assignments to energize students who find study hall activities dull, routine, and uninspiring.

# # #

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FOR RELEASE: American Education Week
November 8-14, 1964

AMERICAN EDUCATION WEEK FILLERS

WASHINGTON, D.C.--Over half of the public school teachers in the country are inclined to oppose the shared-time programs in which parochial school students spend part of their school day studying non-denominational subjects in the public schools, a study by the National Education Association shows.

# # #

WASHINGTON, D.C.--At least 10,000 high schools now have laboratories equipped with television, records, films, and other equipment for teaching foreign languages, according to estimates of the Department of Audiovisual Instruction, National Education Association. In 1961, the total was about 2,500.

# # #

WASHINGTON, D.C.--Expenditures for running the public schools were $21,201,199,000 in 1963-64, up nearly 7½ percent from the previous year, the National Education Association Research Division reports. The costs include current expenditures for elementary and secondary schools, community colleges, adult education programs, capital outlay, and interest on school debt.

# # #

WASHINGTON, D.C.--Classroom teachers for public elementary and secondary schools in 1963-64 numbered 1,574,818, with an average salary of $5,963, or $231 more than in 1962-63, according to the National Education Association.

# # #

WASHINGTON, D.C.--Keeping a child in the public schools, elementary and secondary, cost $455 on the basis of average daily attendance in 1963-64, or $22 more than in the previous year, according to National Education Association figures.

# # #

WASHINGTON, D.C.--California led the nation's public schools in enrollment for 1963-64 with 4,315,000 students. New York was second with 3,198,000; Texas, third with 2,390,858; Illinois, fourth with 2,185,000; Pennsylvania, fifth with 2,170,800. Total enrollment in elementary and secondary schools, was 41,757,665.

# # #

WASHINGTON, D.C.--Teachers in public and private schools and in colleges and universities number more than 2,000,000, according to National Education Association studies. They outnumber the Federal Post Office Department about 4 to 1 and form the largest professional group in the United States.

# # #

WASHINGTON, D.C.--Nearly 174,000 men and women eligible for standard teaching certificates graduated from college in 1964. This is an increase of 20,000 over the class of 1963, but shortages of teachers will continue in elementary and secondary schools even if all of them teach, says the National Education Association.

# # #

10/21/64

1 Nov. 1964

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FOR RELEASE: American Education Week
Nov. 8-14, 1964
(About 400 words)

Schools Changing
Class Organization

WASHINGTON, D.C. (Special)--Most parents visiting their schools during American Education Week Nov. 8-14 will see only the traditional class organization. In elementary school this may mean up to 30 pupils in one room in which they remain all day. In the high school this may mean somewhat smaller classes of students who travel from one room to another for instruction in individual subjects.

But there are other parents who will be seeing school organization that nearly dispenses with graded classes entirely, and certainly dispenses with anything approaching uniform class size.

Some schools, the National Education Association points out, have even dispensed with putting students into grades, believing this to be an artificial division which, for the most part, reflects only the age of the pupil, not his intelligence or ability or interest.

Other schools, while retaining the grade levels, have split off students into various levels for each subject. The same student, under this plan, might be in an advanced mathematics class but be a year behind in language while remaining even with his class in history.

But that's not the only change some parents will discover.

(More)

In an increasing number of schools, the NEA says, classes within a subject field are tremendously varied. A history student, for example, may sit in on a large hour-long TV lecture with 100 or more students, then sit down in a two-hour discussion group of just a dozen students. For the same subject, he might then take an hour for individual, unsupervised study on some aspect of history in which he's particularly interested.

In the traditional schools, the NEA points out, class size may need to go on a reducing diet if teachers are to be effective. In the elementary schools, it advises, no "basic learnings" class should exceed 25 pupils for each teacher. Otherwise, teachers explain, there is not enough time to give each pupil the individual help he may need.

The latest figures available (1962) show the average class size in public elementary schools, however, to be 30 pupils per teacher.

In the traditional high school, the ratio is somewhat smaller--22 pupils to every teacher.

A commission of the National Association of Secondary-School Principals predicts that the traditional class is doomed--that class organization will increasingly lean toward flexibility--toward large lecture sections, smaller group discussions, and individual study.

A result of this, they say, will be what parents are constantly seeking for their children--better education.

# # #

Nov. 1964

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FOR RELEASE: American Education Week
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(About 200 words)

Cartoonists Enliven
Educational Scene

WASHINGTON, D.C. (Special)--Quips from the cartoonist give many a parent pause for thought. And when those quips are connected with education, the pause may be longer and deeper.

For American Education Week Nov. 8-14, here are some from one of its sponsors, the National Education Association, which published them in its official Journal:

On seeing his not-so-good report card, one tot said: "I'm saving my brains for real life."

And of teacher: "She's trying to improve my work habits, but I don't have any."

To a counselor: "How do I know what I want to be when I get out of school? Maybe they haven't even invented my job yet."

To father reading an easy tale to a youngster ill in bed: "I suppose that stuff goes with my age, but it doesn't coincide with my I.Q."

Of teachers: "I wish one of those smart alecs would come out with 'instant' knowledge."

Two boys with poor report cards: "Let's plead insanity."

Boy, as parents look over his report card: "Let's face it. For me those are good grades."

Lad, sadly, on seeing a new school under construction: "I don't see why they have to keep building schools all the time."

# # #

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FOR RELEASE: American Education Week
Nov. 8-14, 1964
(About 500 words)

Grades Aren't Funny
To Teachers, Either

WASHINGTON, D.C. (Special)--Bringing home the report card, a perennial cartoon subject, is often treated as a traumatic experience for child and parent alike.

The impression is that the fate of the world, or at the very least the harmony of the family, hangs on Junior's arithmetic grade. That piece of paper is often the only contact that parents have with the school system, and on it may rest the success or failure of the relationship between the home and the school.

On the reverse side of the cartoon, however, is a harassed educator trying to devise a better system of evaluating a child's performance. Criticism of the grading system assails him from all sides: the child becomes more interested in the pursuit of grades than in the pursuit of knowledge; the competitiveness of grading encourages cheating; grading is a subjective process, and a single paper might get a dozen different grades from a dozen different teachers; marks on the basis of an absolute standard or the average performance of a group is to the disadvantage of slow learners or children of low mental capacity.

A recent report by the National Education Association says that the ideal grading system must first indicate to the pupil and his parents the progress he has made and how he can best continue. Thus it must take into account not only academic progress, but also physical and social development, which contribute to school performance.

(More)

In order to do this many schools have adopted the practice of writing letters to parents as a substitute for marks. The teacher then can comment on the child's mental and physical health and social adjustment, and can mention his strengths and weaknesses in each subject.

However, the time necessary to write a letter is its primary drawback. If a classroom teacher has a large class, the NEA report notes, he tends to make the letters stereotyped and formal. The teacher may not know his pupils well enough yet to prepare such an extensive analysis, or he may not be able to write tactfully or in language that precludes misunderstanding, the NEA report explains.

One of the most satisfactory ways of reporting to parents, according to the report, is a conference with parents, when questions may be asked and misunderstandings straightened out on the spot. The teacher can have the child's work on hand, he can offer observations on the child's behavior, and he can learn much about the parents' attitudes.

Some schools, dissatisfied with all known methods of reporting to parents, have prepared lists of general and specific goals and have drawn up report cards that express these goals in terms of observable behavior. This kind of report attempts to analyze the pupil's progress in social adjustment and attitudes in the classroom as well as progress in each field of study or course. A list of types of behavior, instead of a letter, has the advantage of assuring that all students will be rated on approximately the same bases. And, since the emphasis is on achievement rather than failure, the effect on the child is more wholesome than under a competitive grading system.

But, the report concludes, "with all their disadvantages, marks or a substitute for them must be used because they serve important school purposes."

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November 1, 1964

Briefs From
the
NEA JOURNAL

NEA Notes 'Alarming'
Rise in Teen Suicides

WASHINGTON, D.C.--The number of adolescent suicides has risen alarmingly in the United States during the past few years, according to a report in the November issue of the "NEA Journal," official magazine of the National Education Association.

"Depressed boys and girls, victims of inner turmoil and increasingly difficult outside conditions, are taking this way out of their troubles," Marguerite Clark of the Cornell University Medical College writes in the current issue. In 1962, about 550 young people between 15 and 19 years old took their own lives.

Cornell University conducted a study of suicide among college students, collecting information that also applies to high schools and grade school students. Dr. Leif Braaten, former psychologist of Cornell and author of the study, outlined four motives for student suicides in his report:

- A desire to destroy themselves because they can no longer tolerate the discrepancy between how they appear to themselves and how they would like to be.
- A need to punish others who hurt them.
- An urge to repent from some sin.
- A cry for help--"Please rescue me. Don't leave me alone."

(More)

The best the teacher can do, says Dr. Braaten, is "to recognize the fact that any time a young person confesses to thoughts of suicide, parents and teachers should be on the alert for trouble. Even a student who is intellectualizing about suicide should be carefully assessed."

A sharp departure from usual personality traits is a warning signal of a potential suicide. Signs to watch for after a specific unhappy situation are dullness and apathy in a normally bright boy or girl, inability to study, and little response to other children. On the other side, formerly well-behaved children may have temper tantrums or exhibit delinquent behavior, the "NEA Journal" author declares.

# # #

Pressures on Schools Mounting
Faster than Funds to Meet Them

WASHINGTON, D.C.--Financial resources of public schools have not kept pace with the mounting economic and social pressures for better education, Erick L. Lindman, professor of educational administration at UCLA, and chairman of the NEA Committee on Educational Finance, reports in the November issue of the "NEA Journal," official publication of the National Education Association.

In his report on the financial status of the public schools, Lindman notes that federal, state and local revenues marked for education have all risen sharply during the past year. Expenditures for all levels of education, public and private, reached an all-time high of almost $35 billion in 1963-64, 150 percent higher than 10 years ago.

"The increasing percent of the gross national product devoted to education reflects the increased percent of school-age children in the population and the nationwide effort to support better schools," Lindman says. "It also indicates the effectiveness of the teaching profession in working for improvement in school support."

(More)

The greatest change in the proportion of education funds coming from national, state and local sources occurred in the federal share, he notes. Still relatively small, it has inched up from 0.4 percent in 1929, to 1.8 percent in 1939, 2.9 percent in 1949 and 4.4 percent in 1959. When the final figures are in for all new programs in 1963-64, it may reach 5 percent, the "NEA Journal" report declares.

# # #

University Professor
Says College Should
Last at Least 5 Years

WASHINGTON, D.C.--Francis H. Horn, president of the University of Rhode Island, Kingston, believes that the undergraduate curriculum of colleges should be extended to five years for both liberal arts programs and vocational preparation.

Horn proposes the five year college career in an article in the November issue of the National Education Association's "NEA Journal."

"Although the time required for college remains the same as it was in the 17th century," he declares, "the amount of the world's knowledge has increased manyfold."

In addition to acquiring this expanded body of general knowledge, today's student is also expected to specialize in preparation for a job or to meet the requirements of graduate study. "Faced with so many conflicting demands, it is remarkable that colleges and universities do as well as they do with their students," Horn comments.

He counters two arguments which have been raised against lengthening the college years. Admitting that changing our educational system to eliminate repetition could cut a year from the total now required, he contends that it is still desirable to have five years for the bachelor's degree because "knowledge is continuing to proliferate at such a rapid rate and postbaccalaureate study is largely specialized."

(More)

The argument that students will not stay in college another year, Horn declares, is specious. The trend is toward more education, and today graduation from college is as common as graduation from high school was half a century ago. "The idea of an additional year for an undergraduate degree should not be shattering," he concluded.

# # #

Teachers Debate
Best Methods
For Handwriting

WASHINGTON, D.C.--The debate on whether to teach either manuscript writing (actually it looks like printing) or cursive writing, or to continue teaching both in the elementary grades is given voice in the latest issue of the "NEA Journal," the official publication of the National Education Association.

Elaine Templin, a fourth-grade teacher in San Diego, Calif., argues that the demand for a changeover in the early grades very often means that the children fail to master either method.

She suggests that manuscript writing, because it is better suited to the muscle development of young children, should be the first method taught. It is "the logical choice for teaching through the primary grades," she writes.

In any case, teaching two separate methods of writing result in "confusion, frustration, or loss of skill," Miss Templin charges. In all other areas of learning, such as reading and spelling, the first teachings are reinforced and broadened, rather than drastically changed. "Why, then, do we demand this extra burden of learning and performance in handwriting instruction?" she asks.

Fred King, director of instruction in the Rochester, Minn., public schools, responds by citing the need to learn cursive writing in order to learn cursive reading. Cursive writing is a tool used in the adult world, and is considered the form of "grown-up" handwriting.

(More)

"Public expectancy, including parental concern for signs of maturity and development in their children, cannot be lightly brushed aside," he declares.

The only time that the changeover from manuscript to cursive writing will be confusing and detrimental is when the process occurs too early or too suddenly for the children to absorb the new form, he contends. "Finally, children themselves usually appear eager to learn cursive writing, and when they are eager to learn something, they are usually able to master it," he concludes.

# # #

Oct. 20, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Rita Dershowitz

IMMEDIATE RELEASE

Peace Corps Seeking
Experienced Teachers

WASHINGTON, D.C.--The Peace Corps has begun a drive to recruit 500 professional teachers for training this summer and assignment overseas after the 1965-66 school year.

The Experienced Teachers Program will enable teachers who volunteer for training to learn definitely of their final acceptance in plenty of time to make plans for a leave-of-absence from their schools.

The drive, co-sponsored by the Peace Corps and the National Education Association, is attempting to raise the proportion of professionals in Peace Corps teaching projects around the world.

Teachers are needed at the elementary, secondary and college levels. To enlist the active support of school principals in recruiting volunteers, the Corps will make every effort to provide qualified replacements for selected teachers from among its returning volunteers. Nearly one-third of all returned Peace Corps Volunteers who are now employed are teaching.

Teachers with two or more years of experience who wish to be considered for this program may apply to the Experienced Teachers Program, Peace Corps, Washington, D. C. 20525, no later than May 1, 1965.

# # #

10/20/64

Oct. 19, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or M. Ruth Broom

IMMEDIATE RELEASE

Internship Program
Opens for Educators

WASHINGTON, D.C.--Five young educators have joined units of the National Education Association for a year's work and study under a new program--Washington Internships in Education.

The interns under the program--expected to total about 20 each year of its three year life span--will serve as apprentices in national public and private education agencies. The program, partially supported by the Fund for Advancement of Education, was planned by such agencies as the National Education Association, the United States Office of Education, and George Washington University, which also acts as fiscal agent for the program.

The interns are living and working in the nation's capital for a year of "training and service responsibility" in national agencies in a kind of continuing seminar which will give them experience and practical know-how of the roles they will play when they return to their original places of employment or go into new jobs in the education world.

Generally, the interns fall into two categories: 1) pre-doctoral students whose program requires an internship experience for completion of a degree, and post-doctoral students who have just completed the degree and want a year's experience at the national level before taking a permanent assignment; and 2) practicing educators for whom a term of service in Washington would be beneficial.

(More)

The five interns at the NEA and the units with which they work are:

Robert Sinclair from Gaithersburg, Md., NEA Center for Instruction; Robert Hatch from Montgomery, Ala., National Commission on Teacher Education and Professional Standards; Dale Alam from Gainesville, Fla., Association for Supervision and Curriculum Development; and John E. Hammond from Prince Georges County, Md., National Art Education Association.

Dr. Roy Price, professor of higher education, Maxwell School of Citizenship and Public Affairs, Syracuse University, is acting as the director of the program for the academic year 1964-65. He is being assisted by Miss Gale Dugan, formerly of Harvard University.

Policies for the program are being determined by a national advisory board whose members are still being selected. It is expected that this advisory board will be representative of the highest levels of public service, academic life, the lay public, and the major sponsoring agencies.

For additional information about the program interested persons may write to the Director, Washington Internships in Education, 1166 19th Street, N.W., Washington, D.C., 20036.

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10/19/64

Oct. 11, 1956

News from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C. Telephone ADams 4-4855

The National Education Association is the national professional organization of educators. More than 1,083,000 teachers are enrolled in the Association and its affiliated groups. Financed by the voluntary dues of its members, the NEA was organized in 1857 to promote the welfare of pupils and teachers, to advance the science and practice of education, and to build strong school-community relationships. A headquarters staff is continuously engaged in research and study to improve American schools.

For further information
Belmont Farley or M. Ruth Broom
Press and Radio Relations

For Release: P. M. Papers, Thursday, Oct. 11, 1956

Special Needs of Children in Rural Areas to be Studied at National Conference of County and Rural Area Superintendents at Atlanta, Oct. 14-17

Washington, D.C., Oct. 10 -- Approximately 1,000 school officials from rural and urban communities in all the 48 states are expected to take part in the Eleventh National Conference of County and Rural Area Superintendents which will be held in Atlanta, Ga., Oct. 14-17, the National Education Association announced today. Theme for the conference is "Educational Organization and Services for America's Children."

These educators will take up the problems that have multiplied as the result of changes that have occurred in rural and urban areas during the past few decades as the little red schoolhouses - particularly the one-room variety - have begun to fade from the American scene.

Today the modern rural school is likely to be one that serves an entire community, usually including a hamlet, village, or small-town center and the surrounding open country area. Since the small school district is on its way out, educators in the rural and urban areas are having to revamp their programs to meet changing needs.

The conference is sponsored by the Division of County and Rural Area Superintendents of the NEA Department of Rural Education. Members of this Division, together with members of the Division of School Transportation and officers of the Rural Department will put their heads together to seek answers to some of the following questions:

What steps can county unit systems take to establish needed services which they are not now providing? How can intermediate unit systems move ahead from their present status in establishing services? What role should boards of education play in establishing needed programs and securing services?

Conference participants will spend Sunday, Oct. 14, registering at the Dinkler Plaza Hotel where most of the sessions will be held, and will attend a fellowship hour given by the Georgia Association of School Administration, hosts to the conference.

(more)

Division President Harry W. Gross, who is also district superintendent of schools, Nassau County, Mineola, N.Y., will preside at the opening session Monday, and W. F. Loggins, superintendent of Greenville (S.C.) county schools, and first vice-president of the Division, will get the meeting off to a start with a talk on "Conference Theme and Plan of Work."

Truman Pierce, dean, School of Education, Alabama Polytechnic Institute, Auburn, and Howard Dawson, director, Division of Rural Service, and executive secretary of the County Superintendents Division at NEA headquarters, will also address the opening session. Dr. Pierce will speak on "The Educational Program Needed," and Dr. Dawson on "Administrative Structure to Provide an Adequate Program."

At a dinner meeting on Monday evening Paul D. West, superintendent of Fulton County Schools, Atlanta, will serve as toastmaster and will introduce the guest speakers. R. E. Harris, superintendent of schools, Caldwell county schools, Lockhart, Texas, and president of the NEA Department of Rural Education, will extend greetings to the conference, and NEA President Martha A. Shull will deliver an address on "The Challenge of Educational Leadership."

At the second general session on Tuesday morning M. L. Cushman, dean, College of Education, University of North Dakota, Grand Forks, will speak on "How May We Get the Organization and Services Needed?" Answers to some of the problems posed in the major addresses made in the general sessions will be taken up by conference participants as they split into smaller groups for discussion and workshop-type sessions.

For the first time this year the School Transportation Division will hold a separate meeting in conjunction with the superintendents' conference. Called by transportation supervisors who have special problems of their own, this will be a workshop-type meeting which will give full-time transportation workers a chance to pinpoint for discussion four major concerns. The program will be devoted to these four topics: school bus drivers - selection, training, and supervision; fleet safety programs; bus maintenance and servicing; and procedures for school bus purchasing.

J. F. Lautenschlager, superintendent of the Coshocton (Ohio) county schools, and president of the Division of School Transportation, will preside at this meeting, and a special talk on "Selecting, Training and Retaining Drivers," will be given by H. Brown Oates of Morgantown, W. Va., who is a graduate student at the University of West Virginia.

The closing session of the superintendents' conference will feature a discussion of the topic "Educational Organization and Services - Summary and Anticipation," by two prominent educational leaders. They are C. O. Fitzwater, Chief of Local School Administration, U. S. Office of Education, and Shirley Cooper, associate secretary, American Association of School Administrators. James J. McCaskill, director, NEA Division of Legislation and Federal Relations, also will speak at this session on "Educational Legislation and the Next Congress."

The traditional All-States Luncheon at noon on Wednesday will formally end the conference. Progress reports from four states - Ohio, South Carolina, Texas, and West Virginia - will be given during the luncheon.

# # #

Sept. 1, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - B3

For Further Information:
Fred Stoffel or Tom Hawkins

BRIEFS FROM THE NEA JOURNAL

September 1964

RELEASE ON OR AFTER SEPT. 1

Teaching as Second Career Draws New Type of Recruit

WASHINGTON, D.C. (Special)--A yen to teach--usually for the sheer love of it--is providing the teaching profession with new and desperately needed recruits from a surprising source, says the National Education Association.

These new recruits are older men and women who have turned to teaching as a second career after having been successful in other lines of work, and the schools are reaping the benefits.

The second-career teachers may have been anything from beekeepers to corporation executives; they may have had their own businesses or professional practices.

But, the September "NEA Journal" says, "the fact that teaching is a second career for these people does not mean that they are second line troops. They meet all of the educational requirements of a traditional recruit, and in some cases surpass them."

The armed forces are an excellent source of new teachers for several reasons--early retirement, dedication to duty and a sense of commitment, and, like as not, some experience in teaching things to recruits.

Married women with school-age or grown children are another good source of supply. They are likely to bring into the classroom the understanding of children and the interest in them that are essential to good teaching, the article points out.

(More)

Regardless of the reasons, says the "Journal," the second-career teacher generally brings to his teaching the "zeal of a convert, the true and tested idealism of a mature person, and a wealth of background that not even the best educational preparation can duplicate."

# # #

Opinions Differ on New Alphabet
For Teaching Reading in Schools

WASHINGTON, D.C. (Special)--The new Initial Teaching Alphabet (ITA), developed in Britain for young readers, is becoming a controversial issue among educators in the United States.

The differences in opinion are spelled out in two articles, pro and con, in the September issue of the "NEA Journal," official publication of the National Education Association.

Reading research specialists John Downing of London and Ivan Rose of Stockton, Cal., believe that ITA is valuable because it gives beginners at ages four and five a simpler, more reliable alphabet than the regular ABC's . With the new alphabet spelling rules are simple, and pupils need learn only one symbol for each sound.

But Warren G. Cutts, reading specialist for the U. S. Office of Education, expresses doubts in another "Journal" article. He isn't against ITA, but he does believe educators should suspend judgment until more research has been completed and examined.

Downing and Rose argue that there is enough evidence to show the advantages of ITA now. Citing a British research study, the two point out that more than 100--25 per cent--of 413 children using ITA methods went beyond the basic reader series by the end of their first year. Only about 28--4 per cent--of 687 pupils using the standard alphabet went beyond the reader series. Also, Downing and Rose say, the children can readily transfer their reading skill from the ITA alphabet to books with standard print.

(More)

Cutts contends that the long-range effect of ITA on reading and spelling is not yet known, and won't be until pupils in the experiment reach the fourth or fifth grade. "We need to find out how well ITA expedites learning after the initial enthusiasm and glamour have worn off."

# # #

Signs of Change Fill
Colleges, Universities

WASHINGTON, D.C. (Special)--Over the last decade or so, the nation's colleges have been putting a lot of new ideas to work.

Samuel Baskin, of Antioch College, Yellow Springs, Ohio, reviews 10 of the developments in the September "NEA Journal," official publication of the National Education Association.

Baskin's list:

- Colleges and universities, facing continuously expanding enrollments, are seeking to maintain the qualities of smallness while continuing to grow. Monteith College of Wayne State University, for example, is establishing small colleges, each with its own faculty and student body within the larger, parent body.
- Some schools, Kalamazoo (Michigan) College for one, are using independent study plans for all students rather than for the abler ones only, as in the past.
- Michigan State University is among several schools developing the combined residence hall and learning center, in which the dormitory also may contain classrooms and laboratories.
- New resource centers, one of them at the new Florida Atlantic University which opens this month, are being set up to consolidate the new audio-visual media for teaching and learning.

(More)

Signs of Change

- At Harvard and elsewhere tutorial and seminar programs for freshmen are employed to capitalize on the motivation and excitement of the student's first year in college.

- Many colleges are moving toward year-round operation, with sessions of 40 to 48 weeks and three semesters. By attending three terms each year, a student may graduate in three years or a bit earlier. The University of Pittsburgh is one school using the trimester program.

- Education for world affairs is increasingly important in the undergraduate curriculum. More than 120 such programs were offered in 1963-64.

- Honors programs for gifted students have increased dramatically. As of October 1962, 334 institutions had honors programs.

- Off-campus job, community service, and research programs are increasing to give the student field experience.

- Many colleges are banding together for educational and economic reasons. One four-college association--Amherst, Mount Holyoke, Smith, and the University of Massachusetts--provides for an interchange of both students and instructors.

# # #

Alice Morton
Archives - B3

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For further information:
Fred Stoffel or Tom Hawkins

Aug. 27, 1964

OCTOBER RELEASE

SPECIAL TO STATE JOURNALS

Proclamation of AEW
Shows Schools, Votes
Have Lots in Common

WASHINGTON, D.C.--Schools will play host to the nation's voters twice during November--first as polling places in the Nov. 3 balloting, next as demonstration centers for the 33 million parents expected to visit them Nov. 8-14, American Education Week.

But the closeness of voting and education is more than just on the calendar. The ballot and the school might be called twin guardians of democracy.

President Johnson spelled this out--as have presidents before him, irrespective of party--in proclaiming American Education Week.

"Education is basic to every facet of our individual lives and of the life of our nation," he said. "We must constantly strive to assure that each of our people has the opportunity to obtain the best education possible--for upon the accomplishment of that task depends the realization of our hopes and aspirations for a bright future for our nation and our children."

The theme for the week, in key with the proclamation, is "Education Pays Dividends."

Did you know that even building a school makes money for the community? For every $1,000 spent building a new school, 212 hours of work are created. The job requires 81 persons on the average, at least 38 of them from the local community.

(more)

For every $100,000 put into the new school, $26,000 is returned directly to local merchants. The average school construction cost is $730,000, including $190,000 in wages to local persons--architects, engineers, truck drivers, carpenters, plumbers, and many others. The Federal Bureau of Labor Statistics estimates that 275,000 jobs annually are provided by school construction.

Education pays dividends in increased personal income. U. S. census figures show that the middleground salary for men with less than an eighth grade education was $2,090 in 1961, $3,452 for men who finished the eighth grade, $5,052 for high school graduates, $7,691 for four-year college graduates.

Persons with a good education are a boon to the nation's economic welfare. They produce more goods, a U. S. Chamber of Commerce report points out, buy and consume more goods, read more, are more active in civic and national affairs, enjoy a higher standard of living than do those less-well educated.

There are other dividends educators point out--less tangible but of possibly greater value. The schools are among the earliest teachers of acceptable human relations. From the first grade on, pupils begin to learn that they are not individuals within a group. The "loners" begin to realize that they are part of society as a whole and must adjust to it. Then they are on the way to tolerance of others, and an understanding of rights in a democracy.

A good education enables the individual also to find personal fulfillment in his job and during leisure time, to improve his community, to understand the widespread relations of the United States with other nations--to be, in short, a valuable citizen.

AEW, established in 1921, is now sponsored by the American Legion, the National Education Association, the U. S. Office of Education, and the National Congress of Parents and Teachers.

# # #

8/27/64

Aug. 10, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE: A.M. Papers
Monday, Aug. 10

Charge Texts Distort Negro Role in History

WASHINGTON, Aug. 9--The current civil rights movement is termed a "revolution" by a group of University of California (Berkeley) historians, who hold that it is one of the major historical events of the mid-twentieth century and should be--but isn't--taught realistically in the nation's schools.

Their observations are contained in The Shape of Education for 1964-65 published by the National School Public Relations Association in cooperation with the Press, Radio, and Television Division of the National Education Association. The "Shape" series is prepared semi-annually by the editors of Education U.S.A. and seeks to identify new trends in education which will affect what goes on in the classroom in the months ahead. The current edition is the fifth in the series.

Conclusions of the California historians are contained in an article titled "History, With a Southern Accent." The historians, headed by Kenneth M. Stampp, charge that seven history texts widely used in the United States ignore or distort the role of the Negro in the history of the United States. Stampp, who has specialized in the Civil War and Reconstruction period, is the author of "The Peculiar Institution," the definitive work on slavery.

(More)

In a report to the California Department of Education, the historians ascribe responsibility for the unsatisfactory texts to what they term "the deference of textbook publishers to the special sensitivities of the Southern market."

Among the 15 articles in the new 64-page edition of "Shape" are reviews of the status of school desegregation and recent U.S. Supreme Court decisions dealing with the matter. There are articles on the special problems of education in big city slum areas, on how to use the Bible in public schools as an educational tool, and on the new relaxed moral code noted on the college campuses of America.

One article deals with the inadequate preparation of English teachers, and another, titled "Economics for Moppets, and Other Fairy Tales," reports the adverse criticism of a college economics professor who finds that to teach that subject at the college level he needs first to expose the "myths" his students have accepted in earlier courses on economics.

Of special interest to teachers and school administrators are articles titled "How To Be An Effective School Administrator," based on guidelines laid down by Peter F. Drucker, widely known business consultant and professor of management, New York University; and "The Faculty Meeting--And How To Survive It," based on research findings that principals and teachers have very different judgments about faculty meetings in general.

# # #

NOTE: For press use only, copies of The Shape of Education for 1964-65 may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. For other purposes the booklet may be ordered directly from the National School Public Relations Association at the above address. Single copy, $1; 2-9 copies, 90¢ each; 10 or more copies, 80¢ each.

July 31, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - B3

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA Curriculum Expert to Set Up
New Center at University of Kentucky

WASHINGTON, D.C., July 31--Richard I. Miller, associate director of the National Education Association's Center for the Study of Instruction, will join the University of Kentucky's graduate faculty of the College of Education this fall to set up a new Center for the Study of Educational Change there.

The Center, according to Miller, will investigate how ideas, innovations, research, and new programs can be moved directly into the mainstream of American education. It will probe how change comes about in specific school systems and develop designs for change.

As Miller puts it: "American education never has had more new ideas, innovations, research and experimentation than today. Therefore the potential for better public education has never been better. But we are not utilizing this potential as we should. Ineffective educational engineering is one prominent factor holding us back."

As associate director of the three-year NEA Project on Instruction, Miller wrote one of its major volumes of findings called "Education in a Changing Society," and co-authored the overview volume, "Schools for the Sixties." He will continue to serve as a consultant for the NEA Center for the Study of Instruction.

He has also been active in the field of international relations and in the study of communism, writing "Dag Hammarskjold and Crisis Diplomacy" and completing research and study on teaching about communism. He has visited the Soviet Union twice during the last two years.

# # # #

July 30, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge

For Release: A.M. Papers
Thursday, July 30

NEA-NMEA Committee Named To Probe
Public Schools of Rio Arriba, N.M.

WASHINGTON, D.C., July 24--The appointment of a Special Committee to study the public schools of Rio Arriba, New Mexico, was announced today by spokesmen for the National Education Association and the New Mexico Education Association, the two organizations that are jointly undertaking the school study. The special team of educators and school board members will conduct hearings August 18-21 in Santa Fe and in Rio Arriba County. Of particular concern in the school investigation will be the Board of Education's reported violation of its own written policies in ordering the involuntary transfer of large numbers of Rio Arriba teachers among schools throughout the large and sparsely populated county school district.

The joint investigation was requested by the Professional Rights and Responsibilities Commission of NMEA and by several teachers and other citizens of Rio Arriba County.

Special Committee members appointed by the New Mexico Education Association are Superintendent Pete Santistevan, Wagon Mound, New Mexico; Pat Chavez, classroom teacher, Raton, New Mexico; and Mrs. Edith Manfredi, classroom teacher, Albuquerque, New Mexico. Appointed to the Committee by the NEA Commission on Professional Rights and Responsibilities are two Board of Education members, Orvis Reil, Carson City, Nevada, and C. LeGrande Stewart, Ogden, Utah; a teaching principal and PR&R Commission member, Mrs. Louise Bennett, Holden, Utah; and Professor Vincil S. Lester, Adams State College, Alamosa, Colorado.

(more)

James W. Green, Assistant Executive Secretary of the New Mexico Education Association, will assist in the study, in addition to the following staff members from the NEA PR&R Commission: Richard L. Morgan, Associate Legal Counsel and Coordinator for the study; Samuel B. Ethridge, Assistant Secretary for Field Studies, and Dorothy C. Massie, Technical Writer.

A preliminary inquiry of the Rio Arriba public school controversy was conducted by NEA and NMEA staff members in May 1964. After the full-scale investigation, the Special Committee will analyze and evaluate its findings. If deemed advisable by the Committee, a printed investigation report will be issued and made available to citizens of Rio Arriba County and to educators of New Mexico and other states.

# # #

July 24, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

FOR IMMEDIATE RELEASE

Safety Educators, Chrysler Corporation
Cooperate on Driver Education Program

WASHINGTON, D.C., July 24--The National Commission on Safety Education, National Education Association, today announced creation of an advisory committee to guide the Chrysler Corporation in its new driver education program for the high schools.

The committee will include about 18 members, said Norman Key, executive secretary of the Commission: 2 driver education teachers, 1 school superintendent, 1 state superintendent of public instruction, 5 state and local directors of driver and safety education, 6 college instructors, 1 high school principal of a school with a complete driver education program, 1 school board member, and a student representative of the National Student Safety Association.

Dr. Key worked out arrangements for the committee with John A. Ford, Chrysler vice president. The committee is similar to others set up by the commission to aid industry in programs for safety education.

Chrysler announced earlier this year that, beginning with the 1965 model, it will provide driver education cars free of cost to high schools with qualified programs and to colleges offering instructional courses in driver education.

# # #

June 29, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

For Release: PM Papers
Monday, June 29, 1964

Education Finance Outlook Healthy for 1964-65,
Delegates to NEA Seattle Convention Are Told

SEATTLE, WASH., June 29,--In a major report on the financial health of the American public educational establishment to be released here tomorrow, the prognosis for the 1964-65 school year is "generally good."

The report, Financial Status of the Public Schools, 1964, first of a projected series of annual surveys, will be released tomorrow at the 102nd annual convention of the National Education Association now in session here. The meeting, which has drawn more than 10,000 educators to this city, will end Friday.

Prepared by two units of NEA--its Committee on Educational Finance and the Research Division--the report will be presented by Committee Chairman Erick L. Lindman of the University of California at Los Angeles.

His report will make these points:

All the nation's schools--public and private from kindergarten through college--form a vast enterprise important to the economy. These institutions account for 8 percent of all jobs held by the employed civilian labor force--directly, those held by teachers and other school staff, and indirectly, those held by school construction workers and persons engaged in manufacturing school supplies and equipment. Counting pupils--around 50 million--school employees, and persons in private industry, about 30 percent of the nation's population had a hand

(more)

in the education enterprise on a typical school day last year.

Direct expenditures for the schools and colleges, public and private, reached an all-time high of nearly $35 billion last year. That is 2½ times the $14 billion spent 10 years ago.

Public elementary and secondary schools spent $21.2 billion of the total above, or $1.5 billion more than in 1962-63.

Growing enrollments, now and for the past 10 years, are a major reason for rising school costs. A slackening of the rate of increase of the school-age population is not due before the latter half of the 1960's. Meanwhile, more and more of this population is crowding into classrooms.

Kindergartens account for some of the enrollment increase. In 1953, the percent of 5-year-olds in school was 58.4. By 1962, the figure was 66.8 percent, a jump of 8.4 percentage points.

Colleges, public and private, from junior colleges through the universities, are drawing increasing enrollments, too. Students numbered 3,600,000 in 1960, and may total 7,000,000 by 1970.

Elementary and secondary grades are also getting more pupils. In 1963-64, there were 47 million in public and private schools and 40.2 million of these were in public schools. Contributing to the increase are the larger numbers attending kindergarten and staying in school until high-school graduation. Families on the move tend to end up in metropolitan areas where per-pupil costs of education are high and school facilities are in short supply.

(more)

"Universal education" best describes present-day enrollments. More students are being educated than ever before from kindergarten through the university. The hope for a higher level of education nationwide is becoming a reality.

"When the total public school system is viewed," says the NEA report, "the enrollment increases ahead foretell a greater demand for revenues for public schools."

Public-school revenue from all sources--taxes, appropriations from general funds, endowments, interest earnings, tuition, and gifts--are estimated at $20.2 billion in 1963-64, up 7.4 percent from the previous school year.

More funds from state government was the big legislative goal of almost every state education association in 1963. Major gains in state appropriations were made in Alabama, Florida, Indiana, Minnesota, and Pennsylvania. Substantial increases were reported for other states. At least 11 state legislatures, however, did not increase school funds.

State mandated minimum salaries for teachers were adjusted upward in 12 states: Alaska, Delaware, Florida, Georgia, Indiana, Maine, New Jersey, North Carolina, Pennsylvania, Tennessee, Vermont, and West Virginia.

The states'share of all state-local revenue for public schools was 41.6 percent in 1963-64, but there was considerable variation from the average. New Mexico provided 88.1 percent of school revenues; Delaware, 81.4 percent; New Hampshire, 7.7 percent; Nebraska, 6.6 percent.

(more)

School revenue receipts from local sources increased from $4.6 billion in 1953-54 to $11.4 billion in 1963-64. On the average, local funds provided 58.4 percent of the state-local total for education. Property taxes account for 98.6 percent of all taxes collected by independent school districts. Almost half of all property tax revenues go to the schools.

The 1964-65 school year, the NEA study says, "should be a year of high gain in state and local revenues and in revenues for school support." The study predicts that over the next two years the gain in state taxes may be $1,500,000,000, and in local taxes $1,400,000,000. Schools are expected to share in the gain.

Federal aid to education remains relatively small, but it has risen gradually from a 0.4 percent share of total costs in 1929-30 to 4.4 percent in 1959-60. The share for 1963-64 may reach 5 percent when final figures are in for all federal programs.

"With wise management and hard work by professional teachers organizations and other interested groups, the outlook for next year is good," the NEA report concludes.

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June 16, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

Alice Morton
Archives - B3

FOR RELEASE: P.M. PAPERS
Tuesday, June 16, 1964

Educational Policies Commission
Supports Categorical School Aid

WASHINGTON, D.C., June 16--Categorical aids to education, opposed by many educational leaders in the past, today won support from the influential Educational Policies Commission (EPC).

In a major report entitled Educational Responsibilities of the Federal Government, EPC spelled out its position in these words: "In view of the failure of the Congress to establish general nationwide federal aid to education, we recommend that educational leadership devote immediate and detailed attention to the improvement and spread of categorical aids, in order to obtain, to the extent possible, the values previously sought through general aid."

EPC made clear that it still believes "the nation would be best served" if federal funds were appropriated for general educational purposes, but support for this presently is lacking. Consequently, the commission turned to the categorical aids approach.

EPC is jointly sponsored by the National Education Association and the American Association of School Administrators. The 19-member Commission does not, however, set policies for the sponsors; its task is to supply the best of educational thinking on major issues.

The report also stated that the federal government should allot a great deal more money to the states for education, broaden its programs to give elementary schools more help, and set up a Department of Education headed by a Secretary in the President's Cabinet.

(More)

Linking the need for more federal funds to the categorical programs, the commission states:

More federal funds are necessary because educational costs are rising, because local property taxes no longer can be relied upon to provide adequate funds for schools, and because many states lack money to finance education adequately.

Existing categorical programs, such as the National Defense Education Act of 1958, and the Higher Education Facilities Act of 1963 "have their principal effect in scientific and technical fields and in higher education...A giant step forward would be the addition of the elementary school...the teaching of the basic skills of reading, writing and computation to the categories receiving federal support.

"Elementary schools do not send rockets to the moon--at least, not directly. But what happens in kindergarten may largely determine whether a given child will later be in college or on relief."

Further, "it would be possible to extend support to other specific subjects--social studies, art, literature, music, physical education, and others--and to additional segments of the school program--summer schools, libraries, services for the culturally disadvantaged and the like."

In such a manner, large-scale federal aid could support instruction in basic skills, could extend to many areas of school life and "be of inestimable benefit to the quality of elementary education and hence of education in general."

EPC also holds that a Department of Education is needed to improve the efficiency of operations at the federal level.

"The struggle for adequate federal policies" in education requires "an adequate federal structure," the report says, "and the structure most to be recommended for the permanency and depth of its influence and capacity to serve is a Department of Education with full Cabinet status."

(More)

The proposed department should quickly take over educational programs now scattered in various offices. Such consolidation would permit better coordination of federal activities in education, and could be accomplished without upsetting existing agencies, including the present U.S. Office of Education in the Department of Health, Education, and Welfare.

The Secretary of Education would be responsible for preparing his department's budget and appropriation requests and for handling educational grants to the states. The Secretary would also be on hand to advise the President on educational matters.

EPC recommends that the Secretary annually prepare for the President a Report on the State of the Union in Education. This should be submitted to the Congress, which is mainly responsible for providing the money needed for educational programs. Such a report could focus educational debate on issues with which the national Congress is competent to deal.

Many educators fear partisan intervention and federal control of education under a Secretary of Education. But EPC thinks that the fears are overdrawn, because of the existing decentralization of education in this country now, and sees "little danger" that a shift in the federal administrative structure would undermine state and local control.

"It is of first importance that the Congress not become involved in questions of curriculum (textbooks and the like) and personnel administration."

# # #

NOTE: A copy of Educational Responsibilities of the Federal Government for press use only, is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

Copies for other use may be ordered at the following prices: Single copy, clothbound, $1.25; paper self-cover, 35¢. Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Order from National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

MEMBERS OF THE EDUCATIONAL POLICIES COMMISSION

March 15, 1964

Arthur F. Corey, Chairman (1966)	Executive Secretary California Teachers Association	Burlingame, Calif.
Margaret Lindsey, Vice-Chairman	(1965) Professor of Education, Teachers College, Columbia University	New York, New York
Roberta S. Barnes (1965)	Principal, Lafayette Elementary School	Washington, D. C.
George B. Brain (1967)	Superintendent of Schools	Baltimore, Maryland
Samuel M. Brownell (1966)	Superintendent of Schools	Detroit, Michigan
William G. Carr (ex officio)	Executive Secretary National Education Association	Washington, D. C.
Forrest E. Conner (ex officio)	Executive Secretary, American Association of School Administrators	Washington, D. C.
J. W. Edgar (1967)	State Commissioner of Education	Austin, Texas
Wendell R. Godwin (1965)	Assistant Secretary for Lay Relations Kansas State Teachers Association	Topeka, Kansas
Clarice Kline (1966)	Waukesha High School	Waukesha, Wisconsin
Rachel R. Knutson (1964)	Sharples Junior High School	Seattle, Washington
Max Lerner (1964)	c/o New York Post 75 West Street	New York 6, N. Y.
James D. Logsdon (1966)	Superintendent, Thornton Township High Schools and Junior College	Harvey, Illinois
J. Win Payne (ex officio)	Superintendent of Schools	Ponca City, Okla.
James W. Reynolds (1964)	Professor of Higher Education University of Texas	Austin, Texas
Lina Sartor (1967)	Pachuta Elementary School	Pachuta, Miss.
H. E. Tate (1967)	Executive Secretary, Georgia Teachers and Education Association	Atlanta, Georgia
O. Meredith Wilson (1964)	President, University of Minnesota	Minneapolis, Minn.
Robert H. Wyatt (ex officio)	President, NEA Executive Secretary, Indiana State Teachers Association	Indianapolis, Ind.

James E. Russell, Secretary
Richard L. Renfield, Project Secretary

May 1, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington D.C. 20036 202-FE 7-5000

Alice Morton
Archives - B3

For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

FOR RELEASE: May 1, 1964

Iowa Educator
Named NEA Salary Consultant

WASHINGTON, D.C., May 1--An official of the Iowa State Education Association today was named salary consultant for professional development and welfare of the National Education Association.

He is William Gordon Robinson, associate executive secretary and director of Professional Relations for ISEA.

Robinson has served as a classroom teacher and audio-visual instructor of Fort Dodge Community School District, and classroom teacher of the Manning and McIntire school districts.

He received a bachelor of arts degree in social studies from the State College of Iowa at Cedar Falls, and also attended the State University of Iowa at Iowa City.

Robinson is active in Kiwanis, Junior Chamber of Commerce, Methodist Men, the Fort Dodge Education Association, and the Webster County Education Association. He is a member of ISEA and NEA.

# # #

Alice Morton
Archives - B3

NEWS FROM THE NATIONAL EDUC. April 30, 1964
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

FOR RELEASE: A.M. Papers
Thursday, April 30

Arnold W. Wolpert of California
To Head NEA's Urban Project

WASHINGTON, D. C., April 29- Arnold W. Wolpert of California, West Coast field representative of the National Education Association, will become director of NEA's Urban Project on August 1.

The appointment was announced today by Dr. William G. Carr, Executive Secretary of NEA. Wolpert will succeed Allan M. West, who will become Assistant Executive Secretary for field operations.

"The choice of Mr. Wolpert is most appropriate at a time when urban associations are being called upon increasingly to assist in the negotiation of employer-employee agreements in the schools," Dr. Carr said.

"For 8 of his 10 years as a teacher, Wolpert was in an urban school in the Metropolitan Los Angeles area. When he became field representative for the California Teachers Association, a post he held for 7 years, his assignment was to work in Los Angeles. And since joining NEA as its western field representative in September 1957, he has worked closely with teachers in all the urban centers of the coast from Seattle to San Diego. Maintaining his office in Burlingame, California, he has served as liaison between NEA and the state and local education associations in Oregon, Washington, and California. We look forward with pleasure to having him with us at NEA headquarters in Washington, D. C."

For his work in California, Wolpert is often called a "revolving consultant." Because of his prolific background in matters that concern teachers and teacher organizations, his services and advice are sought on a variety of subjects ranging from salary schedules to special investigations. He will be doing similar work in Washington.

(More)

A native of Canada, Dr. Wolpert's family moved to Oregon before he entered high school. He received his secondary education in Milton-Freewater, Oregon, and did his undergraduate work at the University of Redlands, Redlands, California. He received both his master of science in education degree and his doctorate from the University of Southern California. The stature of the teaching profession was the subject of his doctoral dissertation.

A frequent contributor to education magazines, Dr. Wolpert also is author of the California Teachers Association handbook for local association presidents, Pushbuttons for Presidents, and co-author of Teaching in California, a reference guide for use in beginning education courses. He is a life member of NEA and the California Teachers Association and is a former president of the National Education Field Service Association.

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April 27, 1964

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

April 27, 1964

MEMORANDUM TO: Editors and Broadcasters

The lead article in the May issue of the NEA Journal which will reach more than a million teachers in about 10 days, is a picture-plus-text report by Fred Stoffel, based on his recent tour of overseas dependents schools in six European countries.

His findings help to explain the recent action by the National Education Association, its affiliate, the Overseas Education Association, and three overseas teachers in filing suit in U.S. District Court in Washington, D.C. against the U.S. Department of Defense.

Believing you may find this of interest to your readers and listeners, we attach a news release and a reprint of Mr. Stoffel's article. The NEA Journal, as you know, is the official publication of the Association.

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

FOR RELEASE: May 1, 1964

Lack of Facilities, Low Salaries
Plague Overseas Teachers

WASHINGTON, April 30--How do you teach geography without maps, science without test tubes, woodworking without tools?

Most American teachers do not have these problems. But there are some for whom these teaching handicaps are everyday occurrences-those teaching in the overseas dependents school system.

"Most of those who teach in the dependents schools are working under conditions that try both their patience and their ingenuity," says Frederick E. Stoffel, assistant director of the National Education Association's Division of Press, Radio, and Television Relations.

Stoffel recently visited overseas dependents schools in six European countries. In an article in the May issue of NEA Journal he reports on the conditions he found.

"Congress provided a limitation of $285 per pupil for the current fiscal year," he says. "But it costs a good deal more than this to operate the schools. The $285 provides only for the salaries of the teachers, principals, superintendents, supervisors, and office staff and for expendable supplies such as textbooks and paper."

Money for science and shop equipment, desks, chairs, typewriters, and other materials come out of the base commander's funds, he says.

"On a base where there's enough money and enough interest by the military, the schools are good," says Stoffel.

(More)

"But, where there isn't enough money or interest, the teachers have to carry the full load themselves. Some scrounge their own equipment from various cast-off odds and ends of military hardware. Others use judicious bribery to get what they need." When scrounging and bribery fail, the teachers even buy their own equipment.

Stoffel reports that overseas teachers are paid "way below what stateside teachers get in the same kind of jobs. The average salary of an overseas teacher is $4,720. The average salary of a big city teacher in the United States is $6,660."

Overseas teachers were originally paid according to the Civil Service rating of a GS-7. But in 1959 they were put under Public Law 86-91 which was to ensure that they be paid in relation to what big city teachers back in the states were earning--but no more than public school teachers in the District of Columbia.

"The plan worked fine for the first year," Stoffel says. "But since the end of the 1960-61 school year, the salaries of the overseas teachers have never been matched to those of big city teachers. Instead, the overseas teachers were granted a $100 raise effective at the beginning of the 1963-64 school year."

Stoffel says a survey team from the Defense Department, in 1962, urged that overseas teachers be paid adequate professional salaries and that the physical condition of the schools should be improved. In a more recent development, the Overseas Education Association, an NEA affiliate, and the NEA (along with three overseas teachers) filed suit in U.S. District Court in Washington, D.C. to require the Defense Department to pay the salaries it has promised its teachers.

# # #

TEACHING IN OVERSEAS SCHOOLS

It is difficult to generalize about the overseas schools. Facilities range from this spacious, ultramodern school building in Italy (right) to crowded, creaky Quonset huts like this one in England (below).

WHAT if a third of Hawaii's teachers left the islands every year? What if most of the rest moved from school to school within the islands? What if about half the students moved annually? This is exactly what happens regularly in the Department of Defense's overseas dependents school system, which is somewhat larger than Hawaii's.

The overseas dependents school system involves about 160,000 students and 7,000 educators in 284 schools scattered in twenty-five foreign lands.

Most of those who teach in the dependents schools are working under conditions that try both their patience and their ingenuity. Few school administrators would argue the point.

"Without the kind of teachers we have, we couldn't operate," they say. "Any other teachers would give up in despair. They couldn't improvise substitute materials for the things they haven't got, and admittedly that's plenty."

And what do the teachers say? Some have had no direction of any kind from the administrator's office. Some have received few if any supplies, and they're tired of improvising and simulating.

How do you improvise maps? That's a problem one teacher I met is facing. She does have a globe but not a single map. There's a duplicating machine at her school, but that's no help because there isn't any fluid.

How do you simulate basic science equipment like beakers and burners and tubes? How do you teach woodworking without tools? How can you teach music without sheet music? How can you play basketball without basketballs?

Teachers in the dependents schools face these problems every day. And yet headquarters charts show that American children educated in overseas schools actually do better on the standardized tests than their stateside counterparts. Some discount the significance of the figures, however, asking whether the cultural effect of living overseas wouldn't push up the test scores regardless of what the schools do.

ADMINISTRATORS and teachers in overseas schools are constantly bucking for more things like ditto fluid, construction paper, textbooks, and the more enduring equipment needed for science, shop, physical education, and other subjects.

Congress provided a limitation of $285 per pupil for the current fiscal year. But it costs a good deal more than this to operate the schools. The $285 provides only for the salaries of the teachers, principals, superintendents, supervisors, and office staff and for expendable supplies such as textbooks and paper.

Other materials and services needed to run a school come from funds under the control of the base commander. For example, science and shop equipment come out of the funds as do desks, chairs, and typewriters.

Each school has a list of equipment and supplies to which it is entitled. For the most part the lists are beautiful. But in order for a school to get what it's entitled to, there has to be money. And money is tight both for expendable supplies under the per pupil limitation and for the equipment which comes from base funds.

There are exceptions, of course. On a base where there's enough money and enough interest by the military, the schools are good.

Where there isn't enough money or interest, the teachers have to carry the full load themselves. Some scrounge their own equipment from various cast-off odds and ends of military hardware. Others use judicious bribery to get what they need. For example, a chemistry teacher who needed some chemicals but couldn't get them from military supply, visited the base hospital supply room with a liberal supply of cigarettes and got what he needed.

When scrounging and bribery fail, the teachers even buy their own equipment. And where the cleaning staff is inadequate, the teachers grab brooms.

But it's on payday that the overseas teachers really feel like laborers, for their pay is way below what stateside teachers get in the same kind of jobs. The average salary of an overseas teacher is $4,720. The average salary of a big city teacher in the United States is $6,660.

THIS discrepancy didn't always exist. Originally, the overseas teachers had a GS-7 (Civil Service) rating under the Classification Act of 1949. But because the school year doesn't coincide with government fiscal year or pay practices, the teachers were put under Public Law 86-91 in 1959.

Under this law, the overseas teachers were to be paid in relation to what teachers back in the states were earning, but not more than public school teachers in the District of Columbia. The Department of Defense interpreted this to mean the pay would be related to teachers in cities of 100,000 population and over.

The plan worked fine for the first year. But since the end of the 1960-61 school year, the salaries of the overseas teachers have never been matched to those of big city teachers. Instead, the overseas teachers were granted a $100 raise effective at the beginning of the 1963-64 school year. Many teachers termed the raise an insult and returned their checks to the Department of Defense, although their salary arrears amounted to $400-$1,500 by then. Twice in 1963 the NEA issued urgent advisories cautioning its members about the existing educational and salary problems in the overseas schools.

A survey team sent out in the fall of 1962 by the Defense Department urged that overseas teachers be paid adequate professional salaries. It also noted serious deficiencies in the educational setup overseas—poor physical condition of the schools, inadequate supplies, obsolete textbooks, too few specialist teachers, too much paper work. And the team recommended, too, that the per pupil limitation be removed.

The Overseas Education Association, an affiliate of the NEA, includes in its membership about half of all American educators overseas. With NEA help, OEA was granted formal recognition at the national level by the Defense Department, but its repeated efforts on behalf of the overseas teachers have brought little result. Therefore, NEA, OEA, and three overseas teachers have together filed suit in U.S. District Court in Washington, D.C., to require the Department of Defense to pay the salaries it has promised its teachers.

Meanwhile, despite the handicaps, the overseas teachers are doing the job. Everyone seems to agree on that point. One administrator in Europe called his teachers "teachers plus, teachers with an extra something, a spirit of adventure, perhaps, or a need to see how other people live, an extra fire that comes through from their lives and sparks up the classroom."

One principal deliberately put it like this: "This is the greatest staff I've ever worked for. If teachers don't make a school nothing else will. And these teachers *are* making this school."

—FREDERICK E. STOFFEL, *assistant director, NEA Division of Press, Radio, and Television Relations, who recently visited overseas dependents schools in six European countries.*

National Education Association

NATIONAL EDUCATION ASSOCIATION
nea
1857 CENTENNIAL 1957

1201 SIXTEENTH STREET, N.W.
WASHINGTON 6, D. C.
ADAMS 4-4855

Dear Colleague:

Many thanks for your prompt response to our request for suggestions regarding stories for radio and television producers whom we hope to interest in stories about true experiences of teachers.

We appreciate your help very much. It undoubtedly will take some little time before the ideas can be translated into coverage on radio and television, but we are sure that many of the good ideas being received will lead to programs in the months ahead.

We are glad to send you the attached complimentary copy of YESTERDAY AT NEA.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Press and Radio Relations

RKW:sr
enc.

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

FOR IMMEDIATE RELEASE

Teenagers Spend $11 Billion Annually But Need Guidance in Handling Money

WASHINGTON, D.C., April 24--Since parents supply a great deal of the $11 billion that lines the pockets of their teenage sons and daughters--and eventually ends up in thousands of cash registers across the country--they should be concerned about their offspring's spending habits.

For instance, many parents will be surprised to know that:

- The pocket money of the average junior and senior high school student has increased almost 300 percent since 1945.
- The national average income of teenagers is $489 a year--or more than $9.45 a week.
- In 1963, 22½ million teenagers--about 12 percent of the United States population--spent $11 billion.
- By 1970 the cash outlay of the American teenager will amount to nearly $21 billion.

These figures are reported in a booklet, Youth and Money, published this month by the National Education Association's Department of Home Economics. It was written by Beatrice Paolucci, Michigan State University, and Helen M. Thal, Institute of Life Insurance, New York.

(More)

Despite the great amounts of money American teenagers control, the booklet says, "little tangible effort has been made to guide them toward mature practices in handling money."

The booklet continues: "If there ever is a time for teaching money management, it is the teen years. And clearly this must be the school's task." The booklet urges that a "dynamic curriculum dealing with financial management" be incorporated into home economics programs.

The teacher's task also should be to get each youth to look at the two worlds that make up the teenager's social setting, the booklet says. On the one hand is the teenager whose money world exists between his parent's experiences which stretch from the Depression to the present, and themselves, whose life environment has been characterized by abundance.

But, the booklet says, there is also the youth who lives in poverty. These teenagers contemplate dropping out of school to help support their families or themselves. They cannot comprehend the world of abundance so many of the middle and upper-class youngsters take for granted.

"The teacher's task, in the process of widening teen perception," the booklet says, "is to get each youth to look objectively at both worlds, the one in which he is comfortable and the one which seems foreign."

However, no matter where the family income falls, it is the family which plays a major role in determining the attitudes acquired by teenagers about money and its use, the booklet says.

As for how teenagers acquire and spend their money, the Department of Home Economics has this to say:

- More than half of the teenagers earn their own money--the balance receive an allowance, or get money as they ask for it, or from all these sources.

(More)

- Teenage boys prefer to earn their money; girls like to ask for it.

- Teenagers give priority to spending money for food, recreation, clothes, cosmetics, and grooming aids.

- Teenagers make an attempt to save some of their money.

- Some teenagers contribute to the money income of the family. And despite the affluence in middle and upper classes, teenagers more often than not are expected to contribute in terms of services to the maintenance of the home.

"If young people are to learn to live with money in the long run, they will need to understand some of the fundamentals of management," the Department of Home Economics says.

"Teachers need to build learning experiences around basic concepts, help students see the particular relationships among concepts, and from these understandings help students draw generalizations," the Department says.

# # #

Note: A copy of Youth and Money for press use only is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D.C. 20036.

Copies for other purposes may be ordered at the following prices: Single copy, $.75 (Stock No. 261-08384). Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Order from National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

april 3 1964

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

April 3, 1964

MEMO TO: State Association Television Contacts for "Our Schools Have Kept Us Free."

We have had a number of requests for color prints of "Our Schools Have Kept Us Free" for telecast during the premiere release of this film. We will be able to provide color prints for stations equipped to originate transmission of color film, if they wish.

If you have already forwarded orders to us, you may wish to contact your color stations again to see if they would prefer a color print. If you haven't yet contacted the stations, you can make this a part of your approach to them.

If a station wants a color print, please indicate it on the order card or send us word on any orders which have already been forwarded to us. If there is no note on the order card, we'll send a black and white print.

Color prints may not be retained after telecast, but are to be returned to us by the station. If the station wants to retain a print for their film library, as offered in our promotion material, they may request a black and white print. We'll give them the opportunity to make that request in a memo we will send to each station which receives a color print for premiere telecast.

Our records show nearly 120 stations equipped to originate telecast of local color film. These records are somewhat out of date, and we know the number of stations is increasing. In case color print requests exceed our ability to meet them, we may have to ask your help in moving a color print from one station to another. I'm enclosing a list of the number of stations which can originate color, the number of cities in which they are located, and the number of prints we have on standby for the stations in your state. You can determine specific call letters and cities by checking Television Factbook, 1962-63 edition, pages 826, 827, and 829.

Please keep these points in mind:

1. The equipment used to originate film in color locally is not the same as that used to telecast network color programs. Many more stations can carry network color than can transmit local color. Be sure the station can originate color locally.

2. Some stations may want a color print even though they can't telecast in color. It just makes for better previewing. We don't have enough prints to service these stations.

3. You should make certain the station knows that a few sections of the film are in black and white. These sections have a heavy bluish cast in the print you received, but will be more nearly black and white in the prints now being made.

All orders, whether color or black and white, should still come to us. You should not use your color print to meet orders. In addition to tying up your print, this leaves us with no record of the booking, and the station without the promotion materials we send on receipt of an order. If an emergency should require the use of your print, we will ask for your help.

John F. Cox
Assistant Director
Television and Film Program Services

Robert E. Harman
Project Coordinator for
Television and Film Services

Division of Press, Radio, and Television Relations

STATE	STATIONS	CITIES	PRINTS RESERVED
Alabama	0	0	0
Alaska	0	0	0
Arizona	2	2	2
Arkansas	0	0	0
California	13	5	5
Colorado	2	1	1
Connecticut	2	2	2
Delaware	0	0	0
District of Columbia	2	1	1
Florida	5	3	3
Georgia	2	1	1
Hawaii	3	3	1
Idaho	0	0	0
Illinois	5	3	3
Indiana	4	2	2
Iowa	1	1	1
Kansas	1	1	1
Kentucky	2	1	1
Louisiana	3	2	1
Maine	0	0	0
Maryland	2	1	1
Massachusetts	2	2	2
Michigan	4	3	3
Minnesota	2	1	1
Mississippi	0	0	0
Missouri	4	2	2
Montana	0	0	0
Nebraska	1	1	1
Nevada	1	1	1
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	7	4	4
North Carolina	2	2	2
North Dakota	2	2	2
Ohio	1	1	1
Oklahoma	4	2	2
Oregon	1	1	1
Pennsylvania	6	4	4
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	1	1	1
Texas	8	6	6
Utah	1	1	1
Vermont	0	0	0
Virginia	7	4	4
Washington	4	2	2
West Virginia	1	1	1
Wisconsin	2	2	2
Wyoming	0	0	0

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Scott Hockenberry

BRIEFS FROM THE NEA JOURNAL

April, 1964

Release on or after April 1

Technology Answer
School Problems

WASHINGTON, D.C. (Special)--The scientific and technological revolution permeating Western culture, and verging on engulfing the world, will certainly sweep education along with it.

James D. Finn, director of Instructional Technology and Media Project, School of Education, University of Southern California, warns educators to prepare for the onrushing revolution and to take part in it.

Two problems face education today, Dr. Finn writes in the April issue of the NEA Journal, official publication of the National Education Association. One is the problem of deciding what to teach from the growing body of knowledge generated from a technological culture, and how to teach it in less time. The other problem is how to surmount the expanding population growth that fills the schools with more and more students.

The only answer to these problems, he says, is to turn to technology. "Unless present educational workers and their organizations can find the means to deal with problems of knowledge and population growth, and related problems...within the present school and college context, society will somehow invent other institutions and other means to deal with these problems."

(More)

Dr. Finn believes the major concerns of teachers with personal and welfare items will have to change, for the "educational future will belong to those who can grasp the significance of instructional technology."

This challenge to the teaching profession requires a creative response which can be met, he says, only if the "coolie labor theory of operating the educational system in this country" is eliminated.

"American education has not yet developed such a technological milieu, and this is as much the fault of teachers and their organizations as of any other group.... Schools do not have enough conventional audiovisual equipment or materials, enough books, enough laboratory equipment, let alone the newer devices and materials."

He concludes that in the future, it will be impossible to be a professional teacher without knowing instructional technology.

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Aging U. S. Must
Conserve Energy,
Says Columnist

WASHINGTON, D.C. (Special)--America has been developing at a fast rate and is using up more natural resources than it is producing, says Eric Sevareid, CBS News commentator and columnist, but now it must curb its human energy and cultivate what he calls "the arts of living."

Sevareid says America has reached middle age. "The critical stage of growth comes when a society must learn to live within its means--to expect no more miracles or even the crossing of dramatic and romantic new frontiers," he says.

"Every European society came to this stage long ago--a stage at which the operative words are words like order and conservation and social form," Sevareid says. For America, he adds, the important verb will be "to refrain," to stop wasting its natural resources.

(More)

Aging U. S. Must
Conserve Energy,
Says Columnist

Sevareid writes these comments in an editorial in the April issue of the NEA Journal, official publication of the National Education Association. His comments are the first in a series prepared for teachers by leading news commentators.

America's changing conditions will force its citizens to do less and less work, he says. The human energy of the nation can then only go into the arts of living. "Our pursuit of excellence must be a direct pursuit accompanied by the establishment and the recognition of standards in every field, even though the standards themselves will change," he says. "Government is bound to become less permissive; so, I think, will education."

# # #

Paperback Book Revolution
Aids Individual Instruction

WASHINGTON, D.C. (Special)--The paperback revolution is only beginning to make itself felt in the schools, says a former high school teacher now employed with a book publisher.

David H. Moscow, former English teacher at Southfield, Mich., Senior High School, says there are more than 4,000 titles available for school use. These books allow the teacher "to get the right book to the right student," he says.

For the trouble now, Moscow says, is that the usual textbook cannot keep up with the range of abilities within the classroom. The textbook might be fine for the average student, but the superior student needs something more to hold his interest. If inexpensive paperbacks are available, extra work can be assigned to the superior student at a minimum of expense.

"Admittedly, the teacher who assigns books on an individual basis has certain organizational problems, but he is amply rewarded by having a new air of excitement

(More)

replace apathy and boredom," he says in the April issue of the NEA Journal, published by the National Education Association.

He encourages setting up paperback bookstores in schools. He estimates there are more than 5,000 such bookstores in high schools throughout the country.

# # #

Decentralized College Campuses
Can Maintain Educational Quality

WASHINGTON, D.C. (Special)--Because increasing numbers of students are going to college, the quality of education they receive does not have to be diluted, says the president of Claremont, Calif., Graduate School and University Center.

"As our population grows and college enrollments swell, it becomes harder, to be sure, to introduce into college teaching that personal connection which we believe contributes to depth and breadth in learning," Louis T. Benezet says.

But despite a feeling that mechanization of the learning process might dehumanize college teaching, Benezet sees hope ahead in clusters of small colleges. These would decentralize college planning, he says, and will keep teachers and students together in units small enough to allow them to know each other.

Unless this happens much more widely on college campuses throughout the country, Benezet writes in the April issue of NEA Journal, official publication of the National Education Association, "the quality that will come out of our colleges then might better be compared to high-grade steel and nylon than to quality in the human spirit."

# # #

Mar., 27, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

Alice Morton
Archives - B3

For Further Information:
Fred Stoffel

FOR RELEASE TO P.M.'S
March 27, 1964

Peace Corps, NEA, Seeking
200 Teacher-Volunteers

WASHINGTON, D.C., March 27--The Peace Corps, with the cooperation of the National Education Association, is seeking at least 200 experienced teachers for volunteer work overseas next year.

The new Experienced Teacher Program has been worked out jointly by the Peace Corps and the NEA, the world's largest professional organization to which nearly 900,000 American teachers belong.

Peace Corps volunteers are already in teaching posts overseas. But the new plan is designed to increase the proportion with prior professional training and classroom experience.

And experienced teachers who volunteered sometimes were faced with resigning their posts in this country before they even knew whether or not they had been accepted by the Peace Corps.

The new plan changes all that.

Now, teachers with at least two years experience who apply before May 15 will first be screened, and then given special summer training at a college or university. In the fall, they will return to their regular teaching posts. Definite assignments by the Peace Corps will be made in plenty of time for the teachers to resign or obtain leaves of absence from their school systems.

Their two-year volunteer period will actually begin after the end of the 1964-65 school year.

-More-

Peace Corps, NEA, Seeking
200 Teacher-Volunteers

Sargent Shriver, Peace Corps director, said professional teachers are needed to teach English in French-speaking Africa, secondary school in Ethiopia, elementary and junior high classes in Liberia, elementary classes of English in the Spanish-speaking Philippines, and to teach university classes in Colombia and Peru.

"This program," he said, "is designed to provide the Corps with more professional teachers for its expanding operations, to eliminate for the teacher who volunteers uncertainty about his final selection, and to provide the school system with plenty of time to recruit a replacement. It should also enable the volunteering teacher to take fuller advantage of the leaves of absence provisions of his school district."

Dr. William G. Carr, NEA executive secretary, said of the program: "I welcome the cooperation which has produced a way of recruiting experienced and professionally-trained teachers for the Corps' educational work overseas. To the heart-warming idealism of the Peace Corps volunteer it will add something equally representative of America--the professional know-how of qualified and experienced teachers."

Further information and applications may be obtained from the Experienced Teacher Program, Office of Public Affairs, Peace Corps, Washington, D. C. 20525.

# # #

Mar. 10, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - B3

For Further Information:
Beatrice M. Gudridge

RELEASE AT WILL

Teachers Can No Longer Be Musclebound
In Exercising Their Political Weight

WASHINGTON, D.C. (Special)--Teachers can--and should--make their weight felt in political activity. But they've got to quit being musclebound.

That was the message beamed by several speakers to participants in the first national "Political Clinic for Teachers" held in Cleveland, Ohio February 28-March 1.

Sponsored by four units of the National Education Association in concert with the Cleveland Education Association and the Ohio Education Association, the three-day Clinic drew more than 250 representatives of local teacher associations from 34 states and the District of Columbia.

More than 150 of these were classroom teachers, 17 were school counsellors, 30 were administrators, and about 40 came from local, state, or national association staffs. Their aim: to increase their individual and organizational political savvy.

Quit projecting that "civil servant, scared hired-hand image" they were told by T.M. Stinnett, assistant executive secretary for professional development and welfare, NEA, "The teaching profession is no longer going to accept the notion that it alone, of all the recognized professions in American life, ought to be subject...to every vacillating wind of doctrine that blows."

Teachers must keep informed and participate in political decision making, said U.S. Secretary of the Interior Stewart L. Udall. "How else can they expect that their interests - - which happen to coincide with the best interests of a nation which depends on an educated citizenry will be best protected?"

(more)

And if teachers interested in politics are looking for some footsteps to follow, Udall had a couple of suggestions: "Two United States Presidents in this century got their start in the classroom - - Woodrow Wilson and Lyndon B. Johnson."

Concentrating on why teachers must flex their political muscles, NEA President Robert H. Wyatt pointed out that the modern school system is entirely a "political product" dependent on legislatures for its money and on elected officials for its policies.

Clinching this point, President Thomas E. Robinson of Glassboro (N.J.) State College, and chairman, NEA Citizenship Committee observed that the biggest and most important educational decisions today are being made "not in the school superintendent's office but in legislative corridors and city halls - - and teachers must learn to use their political power intelligently to influence those decisions."

Secretary Udall and Dr. Stinnett both had some ground rules to suggest for teachers and teacher organizations considering political activity.

Said Udall: "Go in, armed with facts, play fair, be partisan first on behalf of good schools, dare to make value judgments on candidates and issues, be prepared to work with political parties and other groups, too."

Said Stinnett: "Political activity should be conducted for better opportunities for children (which does not rule out a fight for decent salaries); teacher groups should be nonpartisan if possible; and they should stick to the issue, not party lines."

The Clinic, frankly dubbed experimental, may be the forerunner of other such meetings. NEA sponsors of the Cleveland Clinic included the Citizenship Committee, the Urban Project, the Federal Relations Division, and the Professional Rights and Responsibilities Commission.

# # #

3/10/64

Mar. 9, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

FOR IMMEDIATE RELEASE

Alice Morton
Archives - B3

Guidance for the Dropout
Discussed in New Book

WASHINGTON, D. C. (Special)--Guidance and counseling may be the best tools for helping the student--especially the would-be dropout--to succeed in school and stay there until he has completed his education.

There is need for guidance also of the actual dropout, who may be approaching adulthood without employable skills. A counselor may steer him onto the right road for proper job training--perhaps in federal, state, or community projects, perhaps back to school. The dropout cannot simply be "written off the books."

Such is the general premise of a new book, Guidance and the School Dropout, jointly published by the National Education Association's Project on School Dropouts and the American Personnel and Guidance Association.

The volume is made up of papers written by specially-commissioned, well-known guidance specialists from every field concerned with the dropouts. "Dropouts are America's No. 1 education problem," says Daniel Schreiber, director of NEA's School Dropouts Project and general editor of the new volume.

Some of the contributors emphasize vocational guidance to help dropouts into available job areas--as semi-skilled workers, clerks, and salesmen. Others insist upon a much broader program--one that begins with the very young child and follows him through the years to encourage study and avoid conditions that might cause him to leave school.

(more)

Some of the papers touch on the current labor market, with statistics and assessments of the job prospects for dropouts; on the importance of dealing with parents as well as with their children; on the effects of automation; and on psychological and environmental influences affecting the dropout.

Donald Arbuckle, of Boston (Mass.) University, writes that the counselor's job is to help the student, through conversations, to determine his assets and limitations in the world and to map out the goals toward which he can work. But, says Arbuckle, the student must make the decisions alone.

But Edmund Gordon, Yeshiva University, New York, takes the opposite view. He holds that the counselor should direct the pupil, guide his behavior into correct channels, act more as a supervisor than an interviewing counselor.

These two views are on differing paths, as are those of other writers, but throughout the book there is agreement that counseling and guidance are necessary, that these services may differ, but they must be better than in the past.

3/9/64

NOTE: A copy of Guidance and the School Dropout for press use only is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036. Copies for other purposes may be ordered at the following prices: Single copy, cloth, $3 (Stock No. 731-18916); paper, $2 (Stock No. 731-18914). Discounts on quantity orders: 2-9 copies, 10%; 10 or more copies, 20 percent. Order from National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

Mar. 2, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Joseph Hanlon

3/2/64
FOR IMMEDIATE RELEASE

National Education Association Sues
Government On Teacher Salaries Overseas

WASHINGTON, March 00--Suit has been filed in United States District Court by the National Education Association and other parties, to require the Defense Department to pay teachers in the overseas dependents schools the salaries which are required by law and the Department's own regulations.

The suit seeks to require the Defense Department to promulgate a salary schedule for overseas teachers in accordance with a law passed by Congress in 1959 which was intended to fix salaries for overseas teachers at a level comparable to teachers' salaries in large cities in the United States.

According to the National Education Association's Research Division, the salaries of teachers in large cities of the United States this year averaged about $6,660. In the overseas schools the average salary is about $4,720.

In addition to NEA, other plaintiffs are the Overseas Education Association, an NEA affiliate, and three teachers in the overseas system who are members of both organizations.

Defendants are Secretary of Defense Robert S. McNamara, and the Secretaries of the Army, Navy, and Air Force. These officials and their subordinates administer the overseas schools, operated in 28 countries and employing over 6,300 teachers.

NEA contends that despite provisions of the 1959 law, the Defense Department has refused to pay salaries the law requires on the ground that annual defense appropriation acts have fixed a per pupil expenditure limit which does not permit full payment. The per pupil limit for the current year is $285, as against comparable per pupil expenditures of $320 in the big cities of the United States.

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The suit challenges the Defense Department contention that the limitation bars implementation of the 1959 act dealing with salaries. It points out that this contention has not been advanced to bar full salary payments to those employees of the overseas schools whose compensation is governed by Civil Service statutes.

The suit points out several ways in which the Department could manage to pay the legally-required salaries, and asserts that the limitation is no bar to such payment. However, the suit does not seek to interfere with any aspect of the administration of the schools so long as the 1959 salary law is followed.

The suit also requests a declaratory judgment that the per pupil limitations in appropriation acts "neither negate nor mitigate" the Defense Department's obligation to fix salaries in accordance with the 1959 law and to declare that this law requires a periodic review of salaries to maintain continuous compliance with its provisions.

At a news conference in Washington announcing the suit, Dr. William G. Carr, NEA executive secretary, made this statement:

Since 1961, when it first became apparent that the Defense Department was not going to adjust the salaries of its American teachers overseas--in accordance with the law--the National Education Association and its affiliate, the Overseas Education Association, have been working together to correct this gross injustice.

It happened like this:

When overseas schools were first started, teachers were classified on the federal pay scale as GS-7s. But the school year does not coincide with the civil service pay year, and many school practices do not fit into civil service procedure. Accordingly, in 1959 a corrective law--Public Law 86-91--was enacted to take care of this.

Among other things, it provided that the teachers would be paid on a schedule related to pay schedules in the United States. And the Defense Department officially interpreted this to mean that teachers overseas would be paid as much as teachers in the big cities of the United States.

In the first year of the public law--the 1960-61 school year--this was done. It has not been done since then.

(More)

Today, after nearly three years of effort, we have exhausted virtually every means of redress except one--legal action.

Accordingly, we have taken that action. Our attorney has filed suit in federal district court to require the Defense Department to comply with the law and with its own regulations.

The Association has not taken this action lightly. We are not happy about having to institute suit against a department of the federal government. But apparently this is the only avenue left open in order to correct the inequity in the pay scale of overseas teachers.

The suit--an action for a writ of mandamus--has been filed in the name of three overseas teachers, the National Education Association, and its affiliate, the Overseas Education Association. The suit is against the Defense Department solely.

Although our immediate purpose in the suit is to get the Defense Department to implement its own salary policy, this is not our sole concern. For serious barriers to quality education exist in the overseas dependents schools operated by the Defense Department--the schools which the children of our servicemen attend.

In fact, it has already been more than a year since a Defense Department survey team, made up of respected educators from the United States, was sent overseas to look at the dependent schools, look for their weaknesses, assess their strength, and recommend ways they could be improved. The survey committee was composed of:

Lynn M. Bartlett, Superintendent of Public Instruction, Lansing, Michigan.

Hazel Davis, Associate Director, Research Division, National Education Association, Washington, D. C.

James E. Gibbs, Jr., Chief, State School Systems Section, U.S. Office of Education, Washington, D. C.

Edward J. Meade, Jr., Program Assistant, The Ford Foundation, New York, New York.

Waurine Walker, Assistant Director of Teacher Education and Certification, Texas Education Agency, Austin, Texas.

(More)

Alva J. Gibson, Chairman, Dependents Schools Committee, North Central Association of Colleges and Secondary Schools, Charleston, West Virginia, Committee Chairman.

Steps have been taken toward unification of recruitment, purchasing, and administration, but nothing has been done to implement the fiscal recommendations of this report.

The physical conditions in some of the schools are still deplorable. Supply problems are still almost overwhelming. Out-of-date textbooks are still being used in science classes. Specialist teachers are still in short supply--and being cut back further in some areas. Principals are still smothered in unnecessary paper work. Teachers are still teaching subjects in which they are fully unqualified. There are still few provisions for the education of either handicapped or superior children. And a completely unrealistic per-pupil limitation is still on the books.

The National Education Association and the Overseas Education Association have consistently urged elimination of the per-pupil limitation--as the Defense Department's own survey team did. The Defense Department however has continued to recommend the use of a per-pupil limitation.

We hope that our appeal to the courts for justice on behalf of the overseas schools will awaken the Defense Department to its responsibilities to its teachers. Most of all, we hope it will awaken the Defense Department to its responsibilities to the 150,000 American children whose parents have been assigned to overseas duty. We appreciate fully the tremendous burden carried by our Defense Department in its primary mission.

We trust that ultimately the equity in this case, involving only a tiny proportion of the Defense Department's worldwide operations and financial resources, will be recognized by the responsible officials of the department.

# # #

NOTE TO EDITORS: Additional background materials, including a copy of Public Law 86-91, supporting directives by the Defense Department, salary schedules of overseas teachers, and other items, may be obtained by writing the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

Alice Morton
Archives - B3

Mar. 1, 1964

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For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

For Release: Sunday Papers
March 1, 1964

Average Salary of College Teacher
Does Not Compete With Other Fields

WASHINGTON, D. C., March 1--Education at all levels is perhaps the fastest growing public enterprise in America.

But it is facing a salary battle in the manpower market for fully-prepared teachers to staff its college classrooms. Shortages in some fields of higher education have been a matter of concern for a decade, but a report by the National Education Association's Research Division says evidence is clear that relief is not in sight.

The report, Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1963-64, shows that the median salary paid by universities and colleges in 1963-64 to teachers of all ranks for the nine-month school year is $8,163.

"This figure," says Dr. Ray C. Maul, who directed the study, "does not compare favorably with earnings in other professions which require a similar investment in education."

The median salary, he says, has increased 6.2 percent over 1962-63. "It is encouraging," he says, "but our study shows that relief from the many shortages in colleges and universities cannot be foreseen."

The NEA study reported salaries in these ranks:

- The median for professors is $11,312.
- For associate professors the median is $8,969.
- For assistant professors the median is $7,539.
- For instructors the median is $6,114.

Figures in the report reveal that collegiate salaries for women are much lower than those for men. The median salary for women teachers of all ranks in universities and colleges is $6,940 (for men $8,342). Women professors receive a median salary of

(More)

$9,787 (men, $11,240); women associate professors receive $8,229 (men, $8,998); women assistant professors receive $7,021 (men, $7,573); and women instructors receive $5,802 (men, $6,209).

The median salary for university and college presidents, reported by the study, is $17,330. Presidents of large public universities receive from $18,500 to $45,000--a median salary of $27,250. Small public university presidents receive from $14,000 to $27,500--a median of $21,582. In large non-public universities the reported range is from $22,000 to $45,000--a median of $34,500.

For presidents of large non-public colleges the salary range is from less than $6,500 to $38,000--a median of $18,300. In small non-public colleges presidents receive salaries ranging from less than $6,500 to $35,000--a median of $12,154.

Salaries of presidents in public colleges range from $26,000 down to $10,000, with a median of $17,000.

The NEA report says that in small non-public colleges, 40 presidents receive an annual salary of less than $10,000.

Other reported median salaries for university and college administrative personnel are: undergraduate college deans, $13,644; deans of men, $9,144; business managers, $10,512; directors of athletics, $9,871; head librarians, $8,883; and directors of admission, $9,572. The salaries for deans of 20 professional schools range from a high median salary of $25,219 for medicine down to a low of $13,000 for nursing.

Among the eight geographic regions the highest median salary for all ranks of teachers is $8,777 paid in the Far West. The lowest median is paid in the Southeast with $7,412.

Large non-public universities had the highest median for all teaching ranks with $9,318--a 6 percent increase from 1962-63. The lowest median is $6,264 paid by small non-public colleges--a 5.6 increase from 1962-63.

(More)

The NEA report also studied junior colleges and came up with these findings:

- In public junior colleges the median salary is $7,828, (an increase of 5.4 percent of increase since 1962-63, the lowest percent of increase since 1954-55); men receive $7,915 and women, $7,522.
- In non-public junior colleges the median salary is $5,719; with men receiving $6,031 and women, $5,346.
- In public junior colleges the median salary for the chief administrative officer is $13,517. In non-public junior colleges it is $10,469.

The NEA report is the sixth of two alternating biennial studies. One, in the spring of the odd-numbered years, explores the problems of staffing the universities, colleges, and junior colleges. The other, in the spring of even-numbered years, publishes the salary structures. The last salary study was completed in 1962.

Dr. Maul says in the report that teachers in the institutions paying the higher salaries have consistently received the higher percents of salary increase. In conclusion he says: "Funds to compete successfully with other occupations seem to be available to only a small minority of the institutions. The majority are fighting an uphill battle....

"Recruitment, in all past years a haphazard effort at best, is beginning to command serious attention," he continues. "If the future obligations of higher education to society are to be met, however, the task must be viewed in new dimensions. The public is not alert to the already-present implications. The leadership in higher education must be equipped with facts; hard, undeniable, up-to-date facts concerning the quality of instruction in the classroom, and the competition in the open market for the limited number of persons of the required competence to go forward with higher education in the nation."

# # #

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washingtc

Alice Morton
Archives - B3

For Further Information:
Fred Stoffel or Scott Hockenberry

Feb. 28, 1964

FOR IMMEDIATE RELEASE

NEA To Investigate
Firing Of Educators

WASHINGTON, D.C. (SPECIAL)--An Arkansas school board's decision to fire its superintendent and several school principals without a hearing will be the subject of a full-scale investigation by the National Education Association.

The NEA's Commission on Professional Rights and Responsibilities (PR&R) announced plans for the investigation today after considering results of a preliminary inquiry made at Conway, Ark. on Feb. 11 and 12 at the request of the executive committee of the Arkansas Education Association and individuals in Conway.

Representatives of the PR&R Commission and the Arkansas Education Association conducted the preliminary inquiry after the Conway School Board decided to terminate the contract of the superintendent of schools, refused to consider renewal of several principal's contracts , and further refused to conduct a hearing for the individuals concerned, the Commission said.

A special NEA investigating committee will be chosen to represent school board members, classroom teachers, school administrators, and college professors, the Commission said, and will be assisted by PR&R staff members. No date was announced for the investigation to begin.

The Commission said the investigating committee will conduct interviews with groups or individuals in the city who desire to present information regarding the school controversy.

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In requesting NEA to investigate the Conway School Board's actions, the Arkansas Education Association said that "actions by some individual members of the school board and by the board as a legally constituted body have created a climate of uncertainty and frustration in the community and a climate of fear, uncertainty and frustration among the professional staff."

# # #

2/28/64

Feb. 26, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments set by resolution.

Alice Morton
Archives - B3

For Further Information:
Fred Stoffel or M. Ruth Broom

SPECIAL FOR STATE EDUCATION JOURNALS

AACTE Convention Notable on Two Counts --
Conant Speech and Major Reorganization

CHICAGO, (Special) -- The American Association of Colleges for Teacher Education (AACTE), the 662-member organization whose institutions produce more than 90 percent of the nation's teachers, culminated a two-year reorganization study during its annual meeting in Chicago, Feb. 19-22.

With membership at an all-time high, the major changes voted by member institutions will mean that the entire structure and voting machinery of the Association will be broadened and strengthened. AACTE officials predict that the changes will have widespread effect on the future of teacher education in this country.

The convention attracted nationwide attention as the result of James B. Conant's Charles Hunt lecture, which provided a bombshell opening to the meeting on Feb. 19.

Conant's criticism of accrediting procedures of teacher training institutions drew fire from two prominent educators and touched off some heated discussions over the merits of his book "The Education of American Teachers."

Harold Taylor, former president of Sarah Lawrence College, hit Conant hardest saying that he "reduces every discussion to jurisdictional disputes and debates over courses and credit requirements."

"This is a simple minded conception of education that will not live as a literary document because it really is nothing but middle 20th century academic committee prose," Taylor said.

(more)

Francis Chase, dean of the Graduate School of Education at the University of Chicago, who appeared with Taylor in an "Educators Look at the Conant Report" session, agreed with Taylor that the former Harvard president had missed the point in his study of American teacher education.

Chase called Dr. Conant's view "superficial," and said his book did not have an "ounce of thrust in it." He contended that even if Dr. Conant's suggestions for improvement in accrediting procedures were adopted, "we would still have the major issues in the education of teachers before us."

Later delegates returned to the major business of the convention - the consideration of proposals for changes in the AACTE's bylaws to bring about the reorganization of the Association as recommended by a special ad hoc subcommittee. The subcommittee was headed by John E. King, president of Kansas State Teachers College at Emporia.

Most significant change, according to AACTE officials, is the one calling for an increase in the number of institutional representatives from one to three persons, all with voting privileges.

In approving the special subcommittee's recommendation on this change, the Association accepted the suggestion that the institutional representatives should include the president or other officer of the central administration (which was the case previously) and that the other two should be broadly interested in teacher education -- with one, perhaps the officer responsible for teacher education, and the other from the liberal arts faculty.

Acceptance of another proposal providing for an increase in the voting membership of the executive committee from 11 to 13 members, will mean that member institutions will have the opportunity to exert more leadership. Previously four of the 11 members were designated by the advisory council of the Associated Organizations for Teacher Education (AOTE). The new bylaw will make it possible for proportionately greater influence on the Association's policies and program by persons elected directly by the membership.

(more)

From now on election of the president-elect and of members of the executive committee will be by direct mail ballot with results to be announced at the annual meeting. This change will enable all official representatives to be directly involved in the election of officers and should encourage the identification of candidates more broadly representative of the Association's membership.

Previously only representatives of member institutions actually in attendance at the annual meeting voted for new officers.

Nomination and election of AACTE representatives to the National Council for the Accreditation of Teacher Education (NCATE) henceforth will be by direct mail ballot by member institutions.

Rationale for this change, according to the special subcommittee recommendation, was that "as the only constituent member of the NCATE composed of teacher-preparing institutions, the AACTE has special responsibility for assuring the broad and balanced representation of such institutions on the Council. Providing for the open nomination and election of AACTE members on the Council would serve to continue and further guarantee the adequacy of institutional representation. At the same time, the new procedures would give further voice and responsibility to the member institutions on a matter which is of deep concern to them."

In other action during the convention, delegates selected Evan R. Collins, president, State University of New York at Albany, as president-elect, and Walter K. Beggs, dean, School of Education, University of Nebraska at Lincoln, as new member of the executive committee.

Dr. Collins will become president in 1965, succeeding Walter A. Anderson, dean, School of Education, New York University, who assumed the Association's top post at the close of the current meeting.

(more)

In other general session meetings delegates were warned that unless well trained, dedicated teachers can be produced America's future will be in grave danger.

Ernest O. Melby, professor of education at Michigan State University, charged that America is consigning its slum dwellers to "growing scrapheaps of human wreckage," largely because American teachers do not like slum children.

He said that most schools of education are out of touch with reality and that these schools are not turning out new teachers who really care about the kinds of children the country should now be most concerned with.

"The American teacher doesn't want to teach the slum child, the disadvantaged, the culturally deprived," he declared. "He wants to teach nice, clean, white, middle class kids living in nice houses."

No matter how these teachers try to hide their feelings about teaching the poor and culturally deprived, Melby said, the children can see in hundreds of ways, by their teachers' actions and words, that they are disliked and rejected.

Sen. Birch Bayh (D. Ind.) echoed Melby's concern over slum school teachers and called for help to warn all Americans of the financial cost of ignorance.

"Teachers colleges must somehow get their students to teach in the areas where they are needed most," Bayh said. Americans should be made to understand the danger of poverty and ignorance on economic grounds alone, and even though they do not understand the social and moral importance, he said.

At the closing convention session J. Martin Klotsche, provost of the University of Wisconsin, Milwaukee, speaking on the "Essential Mission of American Education," said:

"The central task which faces our society and our schools is to prepare our people for a world which is not yet in existence. This is indeed a sobering assignment, for even the broad outlines of the future are as yet blurred and indistinct."

(more)

Klotsche said that "we cannot avoid or evade" the challenges of the future such as automation, displacement of man by the machine, enforced idleness and an uncertain future.

"If individuals are going to equate social change with personal hardship, then a process of social disintegration will begin to set in that not only will lead to unhappy results for the individual but will raise doubts about the ability of our established political and social institutions to serve the needs of our people."

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2/26/64

Feb. 17, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - R3

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Teachers Convene in Cleveland
To Sharpen Political Know-How

WASHINGTON, Feb. 17--Political savvy enhances any good citizen's effectiveness--and teachers are no exception.

This is the thinking behind a three-day "Political Clinic for Teachers" scheduled for February 28-March 1 in Cleveland, Ohio.

Sponsored by four units of the National Education Association (NEA) in concert with the Cleveland Education Association and the Ohio Education Association, the Clinic has received registrations from some 260 representatives of more than 70 local teacher organizations who will probe such questions as these:

Should the local teachers organization endorse political candidates? How far should teacher organizations go in support or opposition when political questions directly concern education? What policies should local association members attempt to have included in school board policies to protect their rights to political citizenship? And many more.

NEA sponsors include the Citizenship Committee, the Federal Relations Division, the Urban Project and the National Commission on Professional Rights and Responsibilities.

(More)

In workshop sessions, the following leaders will share their own local teacher group's experience in political action: Loren A. Gammon, president, Omaha Education Association; Mrs. Helen Bain, of Nashville, Tenn., president, National Council of Urban Education Associations; Ralph Stevens, executive secretary, Seattle Education Association; and George Fischer, president, Des Moines Education Association.

Presiding officers at Clinic sessions will include NEA President Robert H. Wyatt of Indianapolis; Thomas E. Robinson, president, Glassboro (N. J.) State College and chairman of the NEA Citizenship Committee; Reba L. Anderson, teacher, Hutchinson (Kan.) Junior College and chairman, NEA Legislative Commission; Allan M. West, special assistant to the Executive Secretary on the NEA Urban Project; Mathilda Gilles, elementary-school principal from Salem, Ore., and past chairman, National Commission on Professional Rights and Responsibilities; John H. Hall, director of public affairs, Ohio Education Association; and John M. Lumley, director, NEA Federal Relations Division.

Although Clinic planners expected to draw participants primarily from urban teacher associations located within a 600-mile radius of Cleveland, the final list includes registrants from 24 states in all parts of the country. Several associations are sending teams of five or more members. Associations which will be represented include individuals and groups from the following cities:

Pasadena, Calif.; Denver, Col.; Brevard, Dade, Palm Beach and Pinellas Counties, Fla.; Aurora and Chicago, Ill.; Evansville, Fort Wayne and Indianapolis, Ind.; Council Bluffs, Davenport, Des Moines and Mason City, Ia.; Wichita, Kan.; Baltimore City, Montgomery, Prince Georges and Anne Arundel Counties, Md.; Springfield and Worcester, Mass.; Dearborn, Detroit, Flint, Monroe, Lansing, Livonia and Northville, Mich; Minneapolis, Faribault, Bloomington and St. Paul, Minn.; St. Louis, Mo.; Omaha, Neb.; Hamburg, Demarest, Passaic, Trenton and Wayne, N. J.; Albuquerque, N. M.; East Meadow, Kenmore, Angola and Niagara Falls, N. Y.; Winston-Salem, N. C.; Fargo, N. Dak.;

(More)

Akron, Canton, Chagrin Falls, Columbus, Dayton, Hubbard, Lima, Parma, Perrysburg, Rocky River, Willoughby and South Euclid-Lyndhurst, Ohio; Abington, Allentown, Cambria, Erie and Philadelphia, Pa.; Rapid City, S. Dak.; Nashville, Tenn.; El Paso, Tex.; Seattle, Wash.; Beloit, Racine, and Viroqua, Wis.

# # #

Feb. 10, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

NEA Affiliate Recognized by Defense
Department as Representing Overseas Teachers

WASHINGTON, D. C. Feb. 10 -- The National Education Association was notified by the Defense Department today that its affiliate, the Overseas Education Association, has been formally recognized at the national level as representative of the 7,000 teachers who serve in the schools maintained overseas for children of Defense Department personnel.

Recognition of the NEA affiliate was confirmed in a letter to Cecil Driver, president of the OEA, a copy of which was addressed to William G. Carr, executive secretary, NEA. The letter came from Stephen N. Shulman, Deputy Assistant Secretary of Defense for civilian personnel and industrial relations.

"The recognition herein granted, " Shulman's letter stated, "extends to consulting with designated representatives of the Overseas Education Association on proposed personnel policies and changes in such policies affecting personnel of the overseas dependents schools for which the Assistant Secretary of Defense (Manpower) is responsible. "The letter went on to say that this did not cover matters which were the responsibility of another component of the Department of Defense, such as a military department.

"We look forward," Shulman's letter continued, "to productive relationships between the office of the Assistant Secretary of Defense (Manpower) and the Overseas Education Association."

The OEA and the NEA have been pressing the Department of Defense for improvement in the salaries of teachers in the overseas schools and in the educational effort of these schools, some of which have been described as unsatisfactory.

(More)

Salaries in the overseas system average $4,720 a year, against $5,963 in the United States. A law passed by Congress in 1959 decreed that salaries overseas should be tied to those paid in large cities of the United States, but this provision has not been observed. The explanation that has been offered by the Defense Department is that Congress has also imposed a per pupil limitation on expenditures which does not provide sufficient funds to pay the salaries called for by the law.

Even without formal recognition as representatives of the teachers the Overseas Teachers Association and the National Education Association have been pressing the Defense Department, and members of Congress, for improvement in conditions in the overseas schools. These negotiations, which are continuing, are now fortified by formal recognition of OEA as spokesman for the overseas teachers.

# # #

Feb. 10, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

RELEASE ON RECEIPT

Sanctions Lifted in Waterbury;
Teachers Win School Improvements

WASHINGTON, Feb. 10--Persistent professional negotiations, coupled with intensive political and public information programs conducted by the Waterbury Teachers Association and the Connecticut Education Association have culminated in a satisfactory solution to school difficulties in that city which led to imposition of sanctions by CEA.

The controversy ended when the Waterbury Board of Aldermen voted to impose a special property tax which will yield $527,000 this year, making an additional $270,000 available to the education budget. CEA promptly lifted the sanctions which had been decreed, but held in suspense while a new city administration wrestled with the problem of providing adequate funds for the schools.

Waterbury's school problems were of long standing. In the fall of 1962, at the request of WTA and CEA, the National Education Association's Commission on Professional Rights and Responsibilities undertook an investigation of the school system. In May of last year the commission issued its report and recommendations. It found many deficiencies in the school operation; salaries were low and expenditures per pupil were low. The educational program was criticized as inadequate.

One major difficulty was an entrenched economy-minded city administration which had pared the school budget to the bone. In protest, the WTA imposed a limited form of sanctions when schools opened last fall--the withholding of extra curricular services and other special duties, including night school teaching assignments, something which cost the teachers money out of pocket. This action had the endorsement of CEA.

(more)

Simultaneously, WTA and CEA, with the cooperation of NEA, undertook a public information program which had a notable, if indirect, political effect. The teachers, in cooperation with the board of education (which is fiscally dependent on the Waterbury city government) drew up what they considered to be an adequate educational program, and they sold it to the community. A mayoralty election was scheduled for November. The teachers did not endorse any candidate, but went to work in the precincts, and later at the polls, in support of the educational program they had advanced. One of the candidates, Joseph McNellis, Jr., accepted these education proposals, and he was elected, ousting the long entrenched economy-minded mayor.

But before McNellis took office Jan. 1, his predecessor slashed away at the educational budget, providing, oddly enough, for a $500 salary increase for teachers, effective Jan. 1. This brought the starting salary to $4,900; the maximum to $7,500, but the budget severely curtailed educational services and school maintenance.

It was then that CEA voted to impose sanctions. McNellis, on taking office, asked for time to work things out, and this was arranged -- the enforcement of sanctions was suspended, and then sanctions were revoked after enactment of the special tax and approval of school budget increases.

The new revenue will provide more money for textbooks and library services; the employment of 21 specialists -- guidance counselors and teachers of reading, art and music; and substantially increased expenditures for school maintenance. It will also finance another salary increase, to become effective in September -- $100 at the bottom of the scale and $500 at the top.

The efforts of the teachers in rallying public support for an adequate education budget were so successful that at a public hearing conducted by the board of aldermen a week before final action on the special tax groups normally expected to oppose tax increases were represented by spokesmen asking that the special levy be imposed. Among them were representatives of the community's largest employer, the local Chamber of

(more)

Commerce, the real estate board and the city's largest bank.

When it was over, CEA President Frank Formica sent this telegram to Mayor McNellis: "Congratulations on the successful resolution of the city budget problem. The CEA commends your courage and facing up to the problem of Waterbury's educational needs and carrying it through to positive action."

"What happened in Waterbury," said Richard B. Kennan, executive secretary, NEA Commission on Rights and Responsibilities, "is an excellent example of what can be accomplished when independent professional associations of teachers unite their efforts in a common cause. It demonstrates clearly the great value of professional negotiations and a well organized public relations program for obtaining improved conditions in the schools for pupils and for teachers."

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NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR RELEASE: P.M. Papers
Saturday, Feb. 8, 1964

TV Star Honored as Life
Member of High School Principals

CHICAGO, Feb. 8--Albert Vane, principal of Jefferson High School, which is in operation only on Tuesday evenings, today became an honorary life member of the National Association of Secondary-School Principals which is holding its forty-eighth annual convention here at the Conrad Hilton Hotel.

Mr. Vane, of course, is in real life Dean Jagger, the veteran Academy Award winner star of the stage and screen who portrays the role of the Jefferson High School principal in the television drama series, "Mr. Novak."

The high school principals also honored E. Jack Neuman, executive producer for Metro-Goldwyn-Mayer Television of the "Mr. Novak" series, which stars James Franciscus; and Robert E. Kintner, president, National Broadcasting Company, which presents the program. Neuman and Kintner received citations acknowledging their service and leadership in creating and bringing to millions of homes the dramatic story of a high school teacher and principal in the "Mr. Novak" series.

The awards were presented by Calloway Taulbee, of Santa Fe, New Mexico, president of the National Association of Secondary-School Principals. Kintner was unable to be present and his award was accepted by Grant A. Tinker, NBC vice president, television network programs, West Coast.

The "Mr. Novak" series, which tells the story of an earnest first year high school English teacher, was created by Neuman and was first seen last fall. In recent rankings, it was rated first among all of the dramatic presentations new to the TV screen this season.

# # #

Feb. 5, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

Curriculum Group Advises on Individualized Instruction

WASHINGTON, D.C. Feb. 5--In efforts to individualize instruction educators have for most part concentrated on methods intended to help the student learn at a faster rate the content that has been prescribed for his group. This has been the rationale behind such innovations as homogeneous grouping, team teaching, ungraded schools, programed learning, and other devices adopted by the schools in recent years.

The proposition that the rate of learning is only one consideration in individualization, that learning has many dimensions and is personal, unique and unstandardized is put forward in the 1964 yearbook of the Association for Supervision and Curriculum Development, Individualizing Instruction.

The authors recognize that all teachers individualize their teaching to some extent, and for some pupils more than for others. Their purpose is to encourage teachers to become creatively involved in making education more relevant to more pupils on more occasions than they have done in the past. The book offers suggestions on how this may be done.

Whatever the method used in individualizing instruction, the yearbook suggests, the goal is to recreate for the student the zest he had for learning before he began school when, without overt instruction, he somehow grasped the facts within his range of experience and developed his own patterns of learning. This is what the child does, for instance, when he learns to skip rope, play ball, or time his push at the playground swing.

(more)

"With no more instruction than 'Now you push me!' "the yearbook adds," he is capable of sending the larger boy through a wide arc. How has he grasped the concept of 'natural resonant frequency'? Does he consciously understand that the push he gives must be 'timed to the square root of the length of the swing and inversely with the acceleration due to the earth's gravity'? Or is it that somehow, inside himself, he has recognized the physical relationship between the timing of the push and the motion of the swing? He has literally and figuratively learned through the seat of his pants."

Ronald C. Doll, professor of education, Hunter College, City University of New York, was chairman of the committee and editor of the yearbook. There were 11 other members of the committee and four special contributors to the yearbook.

# # #

NOTE: Copies of Individualizing Instruction may be ordered from the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. 174 pages. $4.00.

Feb. 1, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

Alice Morton
Archives - B3

BRIEFS FROM THE NEA JOURNAL

February, 1964

Release on or after February 1

Congresswoman Tells NEA Journal
Federal Action on Education Falls Short

WASHINGTON, D. C., February 00--Although Congress passed four new major education laws last year, much more needs to be done to upgrade education, the chairman of the House Special Subcommittee on Education says.

Rep. Edith Green (D-Ore.) writes in the February issue of the NEA Journal that the four laws total more than $3 billion of federal funds to be pumped into the nation's education system over a four-year period.

"This is a major investment, to be sure," she declares, "and yet in higher education alone, experts agree that as a nation we should invest $2.3 billion each year during this decade--and we have fallen short $1 billion each year so far."

Furthermore, she asks: "Are we satisfied with an educational system that almost one million youngsters abandon every year?" And "How many headlines were devoted to the fact that one out of four draftees in the last year failed the mental tests on their selective service examinations?"

She says that objections are raised to federal aid to education because it would cost too much money. "I reject the philosophy," she adds, "which says that we can afford $20 billion on a race to the moon but that we can't afford to provide adequate educational opportunities on this planet... I reject the philosophy which says that we can spend billions of federal funds on highways to serve as interconnecting links between each of the fifty states, but we cannot afford a highway of learning... I reject the philosophy which says that we can spend hundreds of millions to break

(More)

through sound barriers with a still faster supersonic airplane...but that we cannot afford the money and effort to break through barriers of discrimination and prejudice so that equal educational opportunities will become a reality for every child regardless of the color of his skin."

# # #

High School Attendance--
Compulsory or Not?

WASHINGTON, D. C., February 00--The question of whether high school attendance should be compulsory or voluntary narrows down to this: which can best help keep the potential dropout in school?

In a pro and con discussion of compulsory high school attendance in the February issue of the NEA Journal, official publication of the National Education Association, Donald E. Winchell, coordinator of teaching aids, Cleveland Heights-University Heights, Ohio, defends compulsory attendance. He says it provides the incentive to develop curriculums for all students rather than the needs of a select few.

Voluntary school attendance would make it easy for all would-be dropouts to leave school, he says, but compulsory laws retain capable youngsters who have temporarily grown tired of school.

Favoring voluntary attendance is Richard Meckley, principal, Toronto, Ohio, who says that personal motivation is what keeps students in school. If students are forced to attend schools in which they are bored by studies, he says, they put little effort in their work and may develop damaging reactions.

"Our experience with dropouts," states Meckley, "shows that changes in the schools, not in the attendance laws, are what will keep youngsters in school, and keep them there as students, not as unwilling captives."

# # #

WASHINGTON, D. C., February 00--Professional teachers associations have gained new public attention and respect by helping to improve not only professional service but the quality of educational opportunity as well.

Professional associations, says Robert H. Wyatt, president of the National Education Association, provide "responsible self-direction, which involves the responsibility to establish and maintain high standards of preparation and practice, within the general framework of public policy."

In a special feature in the February issue of the NEA Journal, official publication of the National Education Association, Wyatt says that "a strong profession results in better education for the children of the nation and a proper place in the nation's society for its teachers."

Wyatt is a veteran in professional association work. He is executive secretary of the Indiana State Teachers Association at Indianapolis.

# # #

Public Funds For Adult Education
Approved By Classroom Teachers

WASHINGTON, D. C., February 00--Adult education for Americans who never completed their elementary or secondary school education should be supported by public funds.

This is the opinion of public school classroom teachers sampled by the National Education Association's Research Division and reported in the February issue of the NEA Journal, the monthly publication of the association.

The survey showed that nearly two teachers in three approved of spending public money for the education of youths and adults who are beyond the compulsory school age laws. Of the rest, half opposed such expenditures and half were undecided.

# # #

Modern Buildings Have Impermanent Look
Says A Prominent Contemporary Architect

WASHINGTON, D. C., February 00--A prominent American architect does not think contemporary architecture has a feeling of permanence.

In fact, he says modern buildings seem to have a transitory, impermanent quality.

Edward Durell Stone, writing in the February issue of the NEA Journal, monthly publication of the National Education Association, says it is part of our obligation to Americans still unborn to "plan well, permanently, and beautifully." Two well-known buildings he has planned are the National Geographic Building in Washington, D. C., and the U. S. Embassy in New Delhi, India.

"Too often," he says, "our outlook on life in this country shows lack of direction. We are intrigued, even carried away, by novelties of the moment."

The Lincoln Center for the Performing Arts in New York, he says, and the proposed John F. Kennedy Center in Washington, seem hopeful signs "that we are beginning to realize that our cities, our buildings, and our homes should be part of a permanent heritage. If so, we will in time negate the accusation of standardization and materialism which has, with just cause, been leveled at us."

# # #

Alice Morton
Archives - B3

Jan. 30, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge or Scott Hockenberry

FOR IMMEDIATE RELEASE

Sen. Morse Urges Prodding of FCC
For More Educational TV Channels

WASHINGTON, D. C. (SPECIAL)--Educational television can be a green oasis in the great television wasteland if the Federal Communications Commission so desires, Sen. Wayne Morse (D-Ore.) said this week.

But, he said, the FCC may need some prodding, because "the promise of educational TV has not been completely fulfilled as yet." He urged public interest groups who want a greater number of channel allocations devoted to educational TV to start a national campaign to arouse citizen interest and to seek Congressional action.

Sen. Morse spoke at a two-day conference of the National Education Association and the Joint Council on Educational Broadcasting in Washington, D. C., attended by 96 representatives of state educational television groups, national community organizations, school superintendents and educational broadcasters.

The conference was called to consider a national policy for educational TV channel assignments made by the FCC. From 2,000 to 2,500 channel allocations, mostly UHF, have yet to be made by the FCC.

The main concern of the conference was that television is a limited natural resource and should be conserved in the public interest. The FCC was asked to "give the highest priorities to educational and community needs in establishing its Table of Allocations for assignments of UHF channels."

One of its more urgent requests was that the Secretary of Health, Education, and Welfare establish a Citizen's Commission to study representative urban and rural educational, social, and welfare needs to which UHF-TV is relevant; to study problems of the economics of educational television and the provisions of necessary support; and to study technological questions pertaining to types of broadcast systems and their relationship to educational technology and the determination of functional broadcast areas.

(More)

General recommendations of the conference urged participants to take the following actions at the national level:

- Request the Secretary of HEW to undertake the Citizen's Commission study and report the results to the FCC on a continuing basis.
- Bring the conference recommendations to the attention of the members of the Senate and House Subcommittees on Communication and Education.
- Request the FCC to invite oral comments with respect to the determination of national and community needs.
- Request the FCC for more time to supply comments on educational TV.

Participants were also urged to take these actions on the state and local level:

- Ask community leaders, adult educators, school superintendents, state educational television commissioners, and other interested persons to inventory their local needs for ETV channels and report to the FCC and Congressional representatives.
- Initiate efforts to arouse concern and understanding at local levels of the possible use of television in the satisfaction of community and educational needs.

The conference recommendations further state that "Educational television can fulfill an essential role in the solution of pressing and vital national and community problems such as urban renewal, unemployment, vocational retraining, integration, cultural deprivation, and adult education."

One way to improve the public service of educational television was advanced by Sen. Morse. He urged a special tax levy on commercial advertising sales, especially on cigarette advertisers. This tax, he said, could be used to pay for a public interest educational TV program to keep the younger generation from contracting the habit.

1/30/64

Jan. 14, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel

FOR IMMEDIATE RELEASE

SPECIAL TO STATE EDUCATION JOURNALS

Library Week April 12-18
Puts Spotlight on Reading

WASHINGTON, D.C. (Special) -- Reading difficulties have been cited time after time as a major reason students quit school. If dropouts for the most part knew how to read well enough, they would be able to get something interesting out of their school work, school itself would become fascinating, and the students would wind up devouring knowledge.

That's the theory. But with the manifold attacks on reading problems, suppose we went a step further. Even if the students could read well enough... what then?

Well, the fact is, says the American Library Association, both school and public libraries are in pretty sad shape.

Nearly half of our public schools have no school libraries. Over half of our citizens have only inadequate public library service.

For the last six years, in an attempt to bring the facts on libraries before the public, the National Book Committee, Inc., in cooperation with the American Library Association, has sponsored the National Library Week program.

In 1964 the National Library Week observance, April 12-18, will be themed to "Reading is the Key." Subthemes are "Reading is the Key to Opportunity," "Reading is the Key to New Worlds" and "Reading is the Key to Understanding."

The National Education Association, as it has in the past, applauds the National Library Week effort. For a department of the NEA -- the American Association of School Librarians -- is also a division of the American Library Association.

(more)

The National Library Week sponsors have planned a $1 School Kit to help classroom teachers plan NLW-related activities and programs. Contents include a wide range of display materials, as well as printed guides for programs, information on school library development, aids for teachers, reprints, etc.

To obtain a Kit, send $1 to: School Kit, National Library Week, P. O. Box 3880, Grand Central Station, New York, New York 10017. Deadline for orders is March 23rd

# # #

1/14/64

Jan 1, 1964

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Alice Morton
Archives - B3

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE: P.M. papers of January 6

Teachers' Salaries Inch Up;
1963-64 Average Is $5,963

WASHINGTON, D.C., Jan. 6--Salaries for public school teachers in the 50 states and the District of Columbia will average $5,963 for 1963-64 school year--or $231 more than last year.

This estimate, for public elementary and secondary schools only, was made by the Research Division of the National Education Association in its new Estimates of School Statistics, 1963-64. The report is the 22nd of a series issued annually by NEA.

The estimated average pay for all classroom teachers represents a four per cent rise over the 1962-63 figure of $5,732.

The five states with the highest average salaries for teachers are:

1. Alaska, with an average of $8,150 this year--up $713 from the 1962-63 average of $7,437. However, this year's figure represents only about $6,113 in buying power, because prices there are generally higher than in other states.

2. California's average is $7,375--up $327 from $7,048.

3. New York's $7,200 is up $180 from $7,020.

4. Connecticut's rise is $312--from $6,463 to $6,775.

5. Illinois averages $6,645--up $285 from $6,360.

By areas, states of the Far West lead, followed by the Mideastern, Great Lakes, New England, Rocky Mountain, Southwest, Plains, and Southeast states.

Other estimates from the 1963-64 NEA report:

- Pupil enrollment in public elementary and secondary schools--up 3.4 per cent to 41,757,665, or 1,367,616 above last year's 40,390,049.

(More)

- Cost per pupil on the basis of average daily attendance--up 5.1 per cent to $455 annually, or $22 higher than last year's $433.
- Classroom teachers--up 4.1 per cent to 1,574,818, or 62,165 above last year's 1,512,653.
- Operating school districts--27,517, down 1,213 or 4.2 per cent from 28,730.
- Nonoperating school districts--3,802, down 288 from 4,090.
- High school graduates--1,947,318, up 12.4 per cent, or 215,075, from 1,732,243.
- Total income of the public schools--up 6.3 per cent from $21,700,050,000, or $1,358,562,000 above last year's $21,700,050,000.
- Total expenditures--up 7.4 per cent from 19,735,070,000 to $21,201,199,000, or $1,466,129,000 over 1962-63. This includes capital outlays of $3,211,735,000, up 2.6 per cent, and $678,837,000 for interest on school debt, up 8.3 per cent.

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NOTE: A copy of Estimates of School Statistics: 1963-64 for press use only may be obtained from Division of Press, Radio and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Copies for other purposes may be ordered from NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, at the following prices: Single copy, $1; 2-9 copies, 10 per cent discount; 10 or more copies, 20 per cent discount.